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ABSTRACT

This study focuses on the changes of organizational structure and instructional programs in the field of higher education in Korea since the fall of the Rhee government in the spring of 1960. Other periods of higher educational development are: Japanese occupation; U. S. Military Government from 1945-1948; and, the Rhee government, from Korean independence to 1960. A final section provides a comparative view of Korean higher education. For example, the ratio of higher education enrollment to estimates of the population aged 20 to 24 is 5.7 in Korea, a higher ratio than such European countries as Spain, Italy, Poland, and Norway. A 24 page appendix provides selected data on institutions of higher education in Korea for 1963. (Author/DJB)

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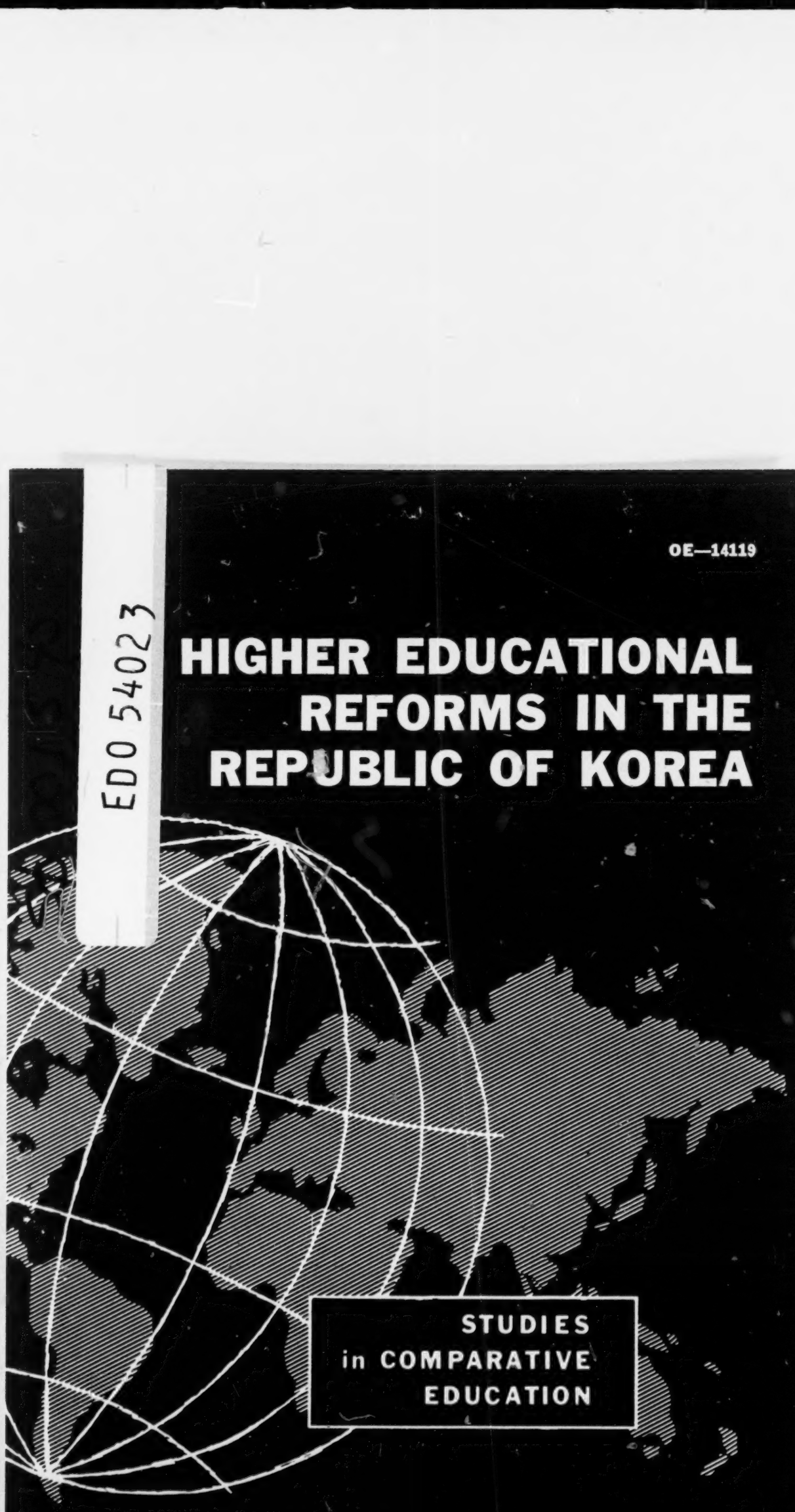

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HIGHER EDUCATIONAL REFORMS in the REPUBLIC OF KOREA

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FOREWORD

This study focuses on the changes of organizational structure and instructional programs in the field of higher education in the Republic of Korea since the fall of the Rhee government in the spring of 1960. The author, Dr. Don Adams, Associate Professor of Education and Director of the Center for Development Education at Syracuse University, spent 2½ years in Korea in the middle and later 1950's as a consultant on teacher education. He has written several articles on Korean education, and is co-author, with I.N. Thut, of the recently published textbook, *Educational Patterns in Contemporary Societies.* Dr. Adams is currently (1965–66) President of the Comparative Education Society. Points of view or opinions expressed in this study are those of the author, and do not necessarily represent official Office of Education position or policy.

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Chapter I

INTRODUCTION

On December 1, 1943, in the middle of World War II, came an announcement that many Koreans had waited 33 years to hear. The United States, the United Kingdom, and China on that date jointly issued a declaration which included these pertinent words: ". . . *in due course, Korea shall become free and independent.*" [1] This, the first direct promise of independence by the Allied powers, was generally well received, though some Koreans had misgivings concerning the vagueness of the wording.

In a sense, Korea in 1964 was still struggling for freedom and independence. The separation of the nation along the 38th parallel in 1945, with the establishment of military government by the U.S.S.R. in the north and by the United States in the south, created two Koreas which still exist today. August 15, 1948, after free elections in the southern half of the country, marked the termination of U.S. Military Government and the birth of the Republic of Korea. The new republic, the only Korean government recognized by the United Nations, was continually beset with internal political conflict for the first 2 years of its life, and from June 25, 1950, to July 27, 1953 was involved in a full-scale war with North Korea. While the actual fighting has ceased, this war has not officially ended and an uneasy truce continues. From 1953 to 1959 the Republic of Korea bent its efforts with some limited success to rebuilding its economic, political, and educational institutions. Then, in early 1960, a rebellion sparked by students overthrew the government of Syngman Rhee, which had held power for more than 11 years. Only 13 months later, a coup carried out by the Korean military forces upset Syngman Rhee's successor and established another new government. General Chung Hee Park soon emerged as leader of this "Revolutionary Government," and after popular elections in 1963, became President of the Republic.

With much of the natural resources and power potential located in the north, and the light industry and agriculture concentrated in the south, the division of the Korean nation created two economically nonviable

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[1] Cairo Declaration, Dec. 1, 1943. Text quoted in Donald George Tewksbury, "Source Materials on Korean Politics and Ideologies," in *Sourcebook on Far Eastern Political Ideologies*. Vol. 2. New York: Institute of Pacific Relations. 1950. p. 73.

sections. Furthermore, the effects of the Korean war—the destruction of facilities, the loss of large numbers of educated persons by death, and the capture of many South Korean intellectuals by the North Koreans—left the Republic of Korea with a scarcity of highly trained manpower. In addition, many Korean students abroad refused to return home, and the frequent changes in government often resulted in the imprisonment of past leaders.

The continuing steps being taken to fill this void comprise the story of a country beset with the harshest of problems, struggling to learn how to use its institutions of higher education in the cause of economic and social development.

Higher Education Prior to World War II

One Korean institution of higher learning, Seongkyunkwan,[2] was established in 1398 to prepare civil servants through a curriculum of Confucian Classics, but modern Korean higher education can be traced only to the latter part of the 19th century. An English language school opened in 1883, and the first institution of higher learning, Kyonghakwan, in 1887. This latter institution, however, devoted much emphasis to classical Chinese literature and arts, largely ignoring the natural sciences. Two collegiate professional schools of significance, Kyongseong Medical College and Suwon Agricultural College, were established in 1899 and 1908 respectively. The first of the early institutions of higher education to offer liberal arts as well as professional courses were the private missionary-founded colleges, Sungsil, set up in Pyongyang in 1907, and Ewha, in Seoul in 1910.

The Japanese colonization of Korea (1910–45) had considerable import for Korean higher education. Under Japanese rule the first up-to-date scientific equipment and laboratory apparatus were introduced, as was the first modern professional training in medicine, law, and teaching. Crowning the system of higher education developed by the Japanese was Keijo Imperial University, founded in 1924. The establishment of this institution in Korea was particularly noteworthy, since only eight Imperial Universities then existed in the entire Japanese Empire, and only two were outside the main islands of Japan.

The education fostered in Korea during the Japanese occupation was a colonial type, designed to serve the purposes of the colonial power. The language of instruction at all levels was Japanese; the curriculum content was biased toward Japanese needs and interests; and school enrollments, especially at the higher levels, consisted of a disproportionate

[2] Even in official documents issued by the Korean Government consistency in romanizaiion is not found. The most common confusion centers around the use of: *t* or *d*, *ch* or *j*, *g* or *k*, *u* or *oo*, *o* or *eo*, *ae* or *ai*, and *p* or *b*. For example, the city Daegu may also be found as Taegu, Daeku, Taegoo, etc. Furthermore, it can be written as one word, Daegu, a hyphenated word, Dae-gu, or as two words, Dae Gu. In order to increase consistency, the author devised a system of romanization which is partially his own and has employed it—with occasional deferrals to common usage—throughout this work.

number of Japanese students.[3] Moreover, friction frequently existed between the administration and faculty of mission-supported institutions, an extreme result of which was the closing of Sungsil (or Union Christian) College. During this period some farsighted Koreans founded private colleges in order to provide more opportunities for Korean students, but all institutions were subject to restrictive Japanese administrative and curriculum policies. Table 1 provides data on Korean higher education in 1941.

[3] See Han Young Rim, *Development of Higher Education in Korea During the Japanese Occupation, 1910–1945*, Unpublished Ed.D. dissertation. Teachers College, Columbia University, 1952.

Table 1.—Selected data on higher educational institutions: Korea, 1941

[— indicates inapplicable]

Name, classification, and location	Years of study	Enrollment		
		Total	Japanese	Korean
National				
Kyongseong [1] Law College, Seoul	3	248	94	154
Kyongseong Medical College, Seoul	4	331	258	73
Kyongseong Mining College, Seoul	3	275	158	117
Kyongseong Dental College, Seoul	4	478	257	221
Kyongseong Pharmaceutical College, Seoul	3	342	226	116
Kyongseong (Keijo) Imperial University, Seoul	–	545	335	210
Public [2]				
Daegu Medical College, Daegu	4	276	182	94
Pyongyang Medical College, Pyongyang	4	304	182	122
Private				
Poseong College (now Korean University), Seoul	3	516	—	516
Severance Medical College, Seoul	4	229	—	229
Yonhi College (now Yonsei University), Seoul	4	474	—	474
Ewha College, Seoul	4	415	2	413
Hebwa College (now Dong Kuk University), Seoul	3	235	1	234
Kyongseong Women's Medical College, Seoul	4	241	44	197
Daedong College of Engineering, Pyongyang	3	229	22	207
Sukmuong Women's College, Seoul	3	287	80	207

SOURCE: Korea, Mungyopu, Hakgyo Kwanri Kuk. *Daehak Jeongbi: Kyongwi wa Munjejeom* (Reorganization of Higher Education: Its Development and Its Problems). Seoul: 1963. p. 55–56. Translated for the author by Jong Chol Kim. (Mimeographed).

[1] Earlier name for Seoul.
[2] "Public" indicates municipal or provincial control.
[3] Also known as Chosen Christian College.

Chapter II

HIGHER EDUCATION UNDER THE U.S. MILITARY GOVERNMENT, 1945–48

General Policies on Schools

When the U.S. military forces arrived in Korea on September 8, 1945, the educational system was at a standstill. During the latter stages of World War II, secondary school and university students were recruited for factory work and for soldiering, and buildings and equipment were seized to bolster the war effort. In reopening the schools, the United States Military Government in Korea (USAMGIK) worked with the administrative arrangements left by the Japanese, with the focus of a highly centralized educational power structure remaining in the central Bureau of Education. Thus on October 21, 1945, the military authorities issued the following directive:

> The general policy of the Military Government on the schools of Korea south of 38° N. is to operate the schools within the existing frame work until such time as it seems wise to make changes. Since the existing system is highly centralized, when changes are made they must be made throughout the entire system. Until changes are directed by the Military Government, Military Government officers operate according to existing system.[1]

On the orders of the Military Government, steps were taken to remove all Japanese personnel from national and provincial education offices and replace them with American military officers. For the first several months the Military Government retained Japanese officials, much to the dismay of many Koreans, in order to familiarize its personnel with the situation at hand, but by February 1946, the transfer of authority was completed.[2]

A stated policy of the Military Government was to help prepare Koreans to run their own affairs. Reflecting this policy in the field of education, a National Committee on Educational Planning, composed of 80 Korean educators and public leaders, and 10 U.S. Army officers, was created in November 1945 for the overall direction of educational work. The committee was charged with the responsibility of recommending policy in the areas of educational purposes, organizational structure,

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[1] USAMGIK *Official Gazette*, October 2, 1945. p. 7.
[2] USAMGIK Official Gazette Removal Orders, Nos. 1–32. Sept. 19 to Nov. 5, 1945.

administration, elementary education, secondary education, vocational education, higher education, teacher training, textbooks, and medical education. In March 1946, it adopted the recommendation of a subcommittee to revise the educational structure, rejected the Japanese system of a highly differentiated secondary education, and approved a 6–6–4 ladder.

One of the Committee's first and most significant steps in the reorganization and expansion of higher education was the establishment of Seoul National University on August 22, 1946. This new institution included Kyongseong University (formerly Keijo Imperial University) and several colleges in or near Seoul. Seoul National University, with its 11 constituent colleges (each with considerable autonomy) plus a graduate school, was designed from its founding to be Korea's most prominent national institution of higher learning.

Over 30 other national, public (i.e. controlled by a municipality or province) and private institutions of higher education received government recognition between 1946 and 1948. They included junior colleges, agricultural colleges, medical colleges, engineering colleges, teachers colleges, a marine college, a fisheries college, and theological seminaries and colleges. These institutions, widely dispersed throughout the provinces, reflected the government's hope that they would be focal points for community aud area development. Likewise, the governments of the provinces and major cities coveted the prestige arising from dispersion of colleges and universities throughout their localities.

The obstacles which hindered the smooth functioning of the newly established or reorganized higher education institutions in Korea reflect the poverty and political disunity of the nation. Major problems included the lack of adequate physical plants, the absence of specialized facilities such as laboratories and libraries, the shortage of teaching personnel (only 10 percent of whom had taught in colleges or universities prior to liberation), and the involvement of students and faculties in political controversy. The latter problem in particular requires further explanation.

The political groupings inside colleges and universities paralleled the political alignments within the population. The two main groups were the supporters of the Soviet-inspired "People's Republic of Korea" and the backers of Syngman Rhee. The Moscow Agreement of December 1945, which proclaimed a four-power trusteeship of Korea,[3] gave rise to expressions of disappointment and resentment by Koreans. Student and faculty strikes became so severe that they resulted in a Military Government directive in March 1946 forbidding participation in political demonstrations and any dissemination of propaganda in schools.

The failure of this directive to achieve the desired effect can be shown by the results of an inspection trip in late 1946 by the American adviser of the Korean Department of Education. In a letter to the President of

[3] U.S. Department of State. *Korea, 1945–1948.* U.S. Department of State Publication No. 3305. Washington, D.C.: Government Printing Office, 1948. p. 121.

Seoul National University on December 23, 1946, the adviser stated that upon inspection he had found the College of Arts and Sciences, the College of Commerce and the College of Law to be inoperative because of student strikes or faculty absences.[4]

As a result of these conditions, certain colleges of Seoul National University were temporarily closed and the students were suspended. Even this drastic move, followed in June 1947 by the action of the Korean Interim Legislative Assembly expelling students and professors involved in "political and ideological agitation," did not immediately ameliorate the situation. By September 1947, however, the strikes had generally subsided and colleges and universities finally became "going concerns."

Under the Military Government, the Department of Education continued to be the governmental organ responsible for administering educational and cultural institutions. While not subject to the same degree of national control in terms of curricula as were elementary and secondary schools, institutions of higher learning did receive considerable direction from the Bureau of Higher Education in the Department of Education. Student quotas, the maximum amount of fees and tuition, and requirements for graduation for all colleges and universities, were decided by the Department of Education. Furthermore, all nonprivate colleges and universities received some budgetary support from the Department. (Table 2 indicates the source of support of all colleges and universities recognized by the Department as of 1947).

Private Higher Education Institutions

Private education has played an important, often dominant, role in the history of Korean education. Mission-supported institutions, in particular, provided early leadership in higher education. Four private institutions founded with mission support in the early 1900's developed into distinguished colleges. These were Severance Union Medical College, Union Christian College, Ewha College and Choseon Christian College. With the exception of Union Christian, established in Pyongyang and thus, after the Korean Armistice and the establishment of the demarcation line at 38° N. latitude, falling within the Communist zone of influence, all of these institutions have made significant contributions to the development of South Korea. For example, Severance Union Medical College, founded "to train Christian physicians who can ultimately take over missionaries' jobs," had graduated 1,500 students by 1945.

In addition to the mission-supported colleges, several other private higher education institutions traced their origin to the pre-1945 period. The most important of these are: Poseong College, founded in 1905, which became Korea University in 1946; Hehwa, founded by the Central

[4] USAMGIK. "Summation: United States Army Military Government Activities in Korea, August, 1946." No. 11, August 1946. p. 89. Seoul. (Mimeographed.)

Table 2.—Higher institutions approved by the Department of Education, financial support, and enrollment: 1947

[n.a.—not available]

Institutions and financial support	Enrollment
National	
Seoul National University	7,206
Daegu Agricultural College	256
Daegu Education College	480
Pusan College of Fisheries	n.a.
Kwanju Medical College	n.a.
Public (Provincial)	
Daegu College of Medicine	287
Iri Agricultural College	n.a.
Chuncheon College of Agriculture	120
Private	
Korea University	1,076
Central Women's College	319
Kukhak College	936
Dankuk Institute	n.a.
Chongju Commercial College	103
Daegu College of Liberal Arts and Science	335
Choseon Christian University (Protestant Missions)	1,021
Ewha Women's University (Protestant Missions)	1,270
Severance Union Medical College (Protestant Missions)	468
Dongkuk College (Buddhist)	1,654
Sungkyunkwen College (Confucian)	868
Seoul Catholic College (Catholic Missions)	87

SOURCE: South Korean Interim Government. *South Korean Interim Government Activities, United States Military Government in Korea.* (No. 26, November 1947). Seoul. p. 226. (Mimeographed.)

Office of Buddhist Temples in 1915, which became Dongkuk College in 1945; and Seongkyunkwan University, established in 1398.[5]

Concluding Remarks

The extent of the rapid expansion of Korean higher education during the 5-year period following the end of World War II can be seen in the growth of both institutions and enrollments. From 1945 to 1949, the higher education enrollments grew from less than 8,000 to 28,000. It should be further noted that over 90 percent of this enrollment was concentrated in Seoul, creating a problem which has continued to plague Korea to the present time. During the same period 4 universities and 25 colleges were established. The names, means of support, and enrollment of most of these institutions may be found in table 2.

The Military Government, charged with overall responsibility for the complete revision of the educational system, including elementary and secondary schools, through its various means of encouragement made positive efforts in the promotion and expansion of higher education. The evils of the restrictive policies of the Japanese were recognized, as was the significance to Korea's future of a strong system of higher education. The important individual contribution of some of the

[5] Korea, Mungyopu, "Daehak Kyoyuk Haengjeong eu Shibyun Sa" (A Ten-Year History of the Administration of Higher Education); *Mungyo Wolbo* (Ministry of Education Monthly Bulletin, No. 41, Sept., 1958). p. 68. Translated for the author by Jong Chol Kim.

American soldier-educators should not be overlooked. Nevertheless, it must also be recorded that the Military Government personnel were ill-prepared linguistically, culturally, and professionally, for the tasks at hand. And, while quantitative progress was impressive, little attention was given to the crucial problems of academic standards and the adjustment of the higher education system to the economic and social demands of development.

Chapter III

PROGRESS AND PROBLEMS UNDER THE REPUBLIC, 1948–59

Basic Educational Law

The Republic of Korea was born in August 1948, after the first nationwide free election in the country's history. With independence, the Department of Education became the Ministry of Education. The organization of the new Ministry is shown in figure 1.

In December 1949 a basic Educational Law [1] was promulgated. This law, as amended in 1950, modified the existing 6–6–4 system to a 6–3–3–4 ladder and in general represented an attempt of Korean educators and political leaders to blend old and new values and goals. In the Educational Law one finds the goals of world peace, scientific thinking and political freedom parallel with a call for faithfulness toward traditional values and the creation of an "indomitable" spirit. The guiding spirit for all educational policy, as well as for national life in general, was to be found in the term *Hongik Ingan*.[2]

As stated in Article 108 of the Educational Law:

> The aim of education in the colleges or universities shall be to teach and to research the vast body of knowledge, theory and techniques which are necessary for the welfare of the nation and humanity, and to cultivate in students the character and quality of community leadership.

The period between the achievement of independence and the outbreak of the Korean War is referred to by some Korean educators as the first stage in the development of a modern system of higher education in the country. In terms of curriculum, organization, and administration, the newly established Seoul National University could well be called the first modern Korean national university. Koreans have a long-standing tradition of scholarship and a strong desire for higher education, but they have had little experience in defining the societal role of modern universities. Thus it is not surprising that this experimental period

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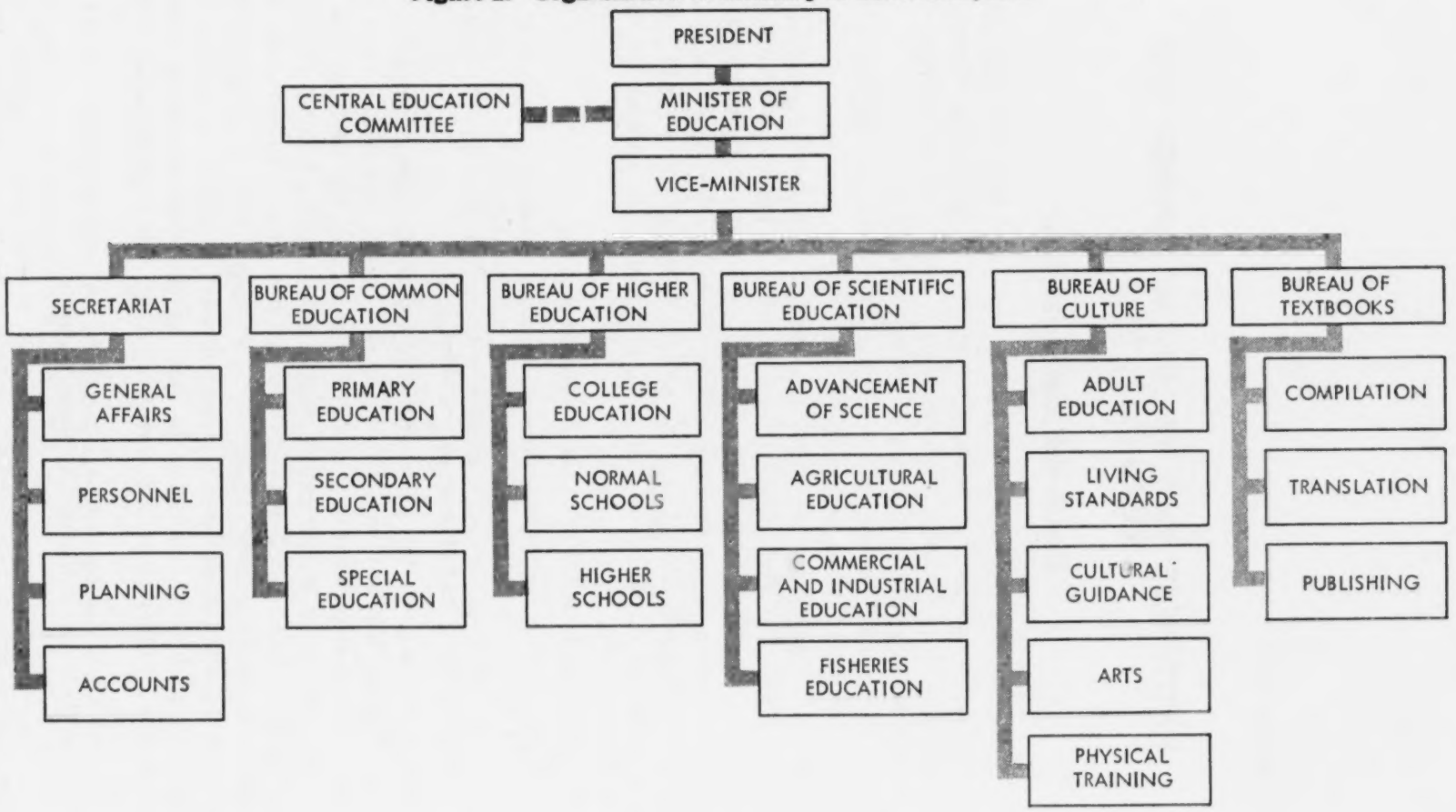
[1] Korea, Ministry of Education, *Educational Law*. Law No. 86, December 31, 1949. Compiled and translated by the Ministry of Education. Seoul: The Ministry, n. d.

[2] According to legend, Tangun, the mythical founder of Korea, established Korea according to the ideal of *Hongik Ingan*. This phrase has been translated "maximum service to mankind." Many modern Korean educators feel that the meaning and source of *Hongik Ingan* are so obscure that the phrase should not be used in official documents.

Figure 1. Organization of Ministry of Education, 1948



produced unsettled conditions. In response to the pressure of the times, and frequently to the lure of more income through tuition from more students, old college institutions were reorganized and new ones were established. Colleges generally sought to acquire the status and the mantle of prestige of universities, while universities primarily concerned themselves with expansion of enrollments and facilities. Most colleges and universities, national, public, or private, were neither soundly financed nor efficiently administered. The instability of the whole higher education system was reflected in the frequency with which faculties and even administrative staffs changed institutional affiliations.

A major difficulty—though in somewhat descending magnitude from 1945 to the present—in the improvement of the quality of Korean higher education centers in a language problem. During the Japanese occupation the indigenous script, *Hangul*, was banned in all schools. Thus, in 1945 the libraries of Korean higher educational institutions contained only Japanese works, a few outdated Chinese volumes, occasional western books and very few materials written in Hangul. In reaction to the Japanese occupation, the Koreans destroyed many Japanese books, leaving little in the way of available contemporary textbooks or scholarly materials. The situation was improved by the importation of books in English, and the concurrent increase in English competency on the part of faculties, the translation of western works, and the rapid growth of indigenous publications.

Effects of the Korean War

The 3-year period between the outbreak of war on June 24, 1950, and the signing of a truce on July 27, 1953, brought a profound setback to Korean higher education. A large proportion of Korean colleges and universities were located in Seoul, and fighting raged throughout that city four times. Classroom and dormitory buildings proved desirable billeting compounds for United Nations armies and enemy troops. It is estimated that over 40 percent of the college and university classrooms were destroyed during the war,[3] while many of the institutions lost major portions of their libraries. Most devastating of all to educational progress, however, was the loss, as wartime casualties, of an estimated 50 percent of the teaching and administrative staff.[4]

During the conflict the higher education institutions, like the lower schools, evacuated to the south and carried on in a makeshift fashion. In spite of the lack of adequate facilities and wartime demands on personnel, the enrollments in colleges and universities showed a substantial increase between 1950 and 1953. For example, during this period higher education enrollments grew from approximately 11,000 to 38,000, while

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[3] *The 1953 Korean Educational Yearbook.* Seoul: Seoul Educational Association. 1953. p. 23.

[4] United Nations Command. *Civil Assistance and Economic Affairs—Korea: 1 July, 1953–30 June 1954.* Seoul: The Command, 1954. p. 49.

the number of universities increased to 13.[5] Reasons for the expansion can be found in government regulations exempting students from military conscription and the government authorization of a higher ceiling on enrollments in certain liberal arts and science fields.

In an attempt to establish standards and to provide arrangements for instruction at reduced costs, the Ministry of Education created in 1950 the War-Time Federation of Universities. The pooling of facilities, equipment and personnel from what remained of the nation's institutions of higher learning proved a successful stop-gap measure. Through this arrangement students scattered throughout the country could receive instruction at federated colleges in Pusan, Daegu, Cheonju, Kwangju, Daejon, Cheongju and Chenju. As the military situation became stabilized, the colleges assumed their original identity and on May 31, 1952, the War-Time Federation of Universities was disbanded.[6]

A noteworthy development during the latter stages of the Korean conflict was the establishment of evening colleges and 2-year women's junior colleges, to satisfy the need for increased educational opportunities for workers and women. Institutions accredited during this period included: Hyoseong Women's Junior College at Daegu (later upgraded to a 4-year college), Dongdeok Women's Junior College for Nursery Education (later Kyonggi Junior College), Kunwha Women's Junior College (later Seoul Munri College of Education), Sudo Women's College of Education, Chonggu College at Daegu, Kukje College at Seoul, Seorabeol Art College, Seoul Agricultural Junior College, Seoul Herb Medical College, Chungang Farmers School [7] at Yongin, Kyonggido.[8]

Early Reconstruction Efforts

The first outside agency to participate actively in reconstruction work in Korea was the United Nations Civil Assistance Command, Korea (UNCACK). This was actually a military organization within the United Nations Command in Korea organized "to prevent disease, starvation and unrest." The main contribution of UNCACK and its successor, the Korean Civil Assistance Corps (KCAC), to higher education was the provision of materials—and sometimes labor—for new college and university facilities.

While the Korean War was still being fought, the United Nations Korean Reconstruction Agency (UNKRA) was created to assist the

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[5] Korea, Mungyopu *Kyoyuk Kikwan eh Kwanhan Tongke,* (Statistics on Educational Organization) Seoul: 1954. p. 17. (Unpublished)

[6] UNESCO/UNKRA Education Mission to Korea. *Educational Conditions in the Republic of Korea,* A Preliminary and Factual Report by the UNESCO/UNKRA Education Mission to Korea, Pusan, Korea. December 1, 1952. p. 37. (Mimeographed.)

[7] At this time the Ministry of Education maintained within the general classification of higher education a category designated as "miscellaneous collegiate schools," of which Chungang is an example. These institutions typically carried out a specialized vocational function.

[8] Korea, Mungyopu, *Daehak Kyoyuk Haengjeong eu Shibyun Sa* (A Ten-Year History of the Administration of Higher Education), *Mungyo Wolbo* (Ministry of Education Monthly Bulletin), No. 41. Sept., 1958. p. 72. Translated for the author by Jong Chol Kim.

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Korean nation in rebuilding and modernizing its institutions. At the request of UNKRA, UNESCO recruited an international team of top-level educational specialists to conduct an educational survey in Korea. The six-member UNESCO-UNKRA Education Planning Mission to Korea spent approximately 3 months in the country in late 1952, and, as a result of their investigations, wrote a report containing a summation of their findings as well as extensive recommendations for changes. Since the criticisms and the suggested changes identified by the Mission coincide closely with the analysis of conditions made by Korean educators and later foreign observers, a summary of the Mission's conclusions on higher education is in order.

1. The first major criticism lodged by the Mission had to do with the size of the university population and the emphases within the curriculum. In 1952 the actual enrollment in degree-granting colleges and universities was 32,000, while the authorized enrollment was 51,320. The Mission pointed out that Great Britain, although a highly industrialized nation and therefore in need of greater amounts of highly skilled manpower, had no larger a proportion of its population in higher education than did Korea. Moreover, the vast majority of Korean college students were studying in the literary fields, and the ability of Korea to absorb such numbers into what the students considered as acceptable employment was highly questionable. In view of these conditions, the Mission recommended that the Ministry of Education set up a commission to bring higher education into line with current and anticipated high-level manpower needs.[9]

2. The Mission further recommended that priority should be given to the following:

* Improvement of facilities for teacher education, technical, and medical colleges
* Increased provisions for foreign study for Korean professors
* Establishment of conferences and seminars to improve methods of teaching, particularly in science
* Production of textbooks in the Korean language
* More extensive use of visiting foreign specialists in advisory capacities.[10]

Although these recommendations did not lead directly to a general scheme for action on the part of the Korean Government during the decade which followed the report of the Mission, some progress was made in each priority area.

U.S. Government and Private Aid

In addition to the efforts of UNKRA, UNESCO, and UNCACK, a long list of U.S. government and private organizations were deeply involved in the reconstruction of Korean higher education. The two

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[9] UNESCO/UNKRA Educational Planning Mission to Korea. *Rebuilding Education in the Republic of Korea.* Report of the UNESCO-UNKRA Educational Planning Mission to Korea. Paris UNESCO. 1954. p. 146–68.

[10] *Ibid.*

major government organizations participating were the Foreign Operations Administration (FOA) and its successors—the International Cooperation Administration (ICA) and the Agency for International Development (AID)—and the Department of Defense. FOA came into the picture in 1953 to supervise the expenditure of funds voted by the U.S. Congress for developing the economic and military strength of the Republic of Korea. In 1955 UNKRA turned over its educational projects and activities to ICA. In terms of funds expended, FOA and the latter U.S. aid agencies became the largest foreign contributors to the development of Korean higher education. These agencies provided assistance in such areas as: (1) provision of money and materials for buildings and equipment; (2) technical assistance to the Ministry of Education and university faculties by direct hire or contract personnel; and (3) scholarship arrangements for university faculty members to travel or study in the United States. A breakdown of the distribution of aid to Korean higher education in the 1955–59 period indicates the priorities established by the host country and the donor agency:

- *Approximately 90 percent to national universities and colleges and 10 percent to private institutions
- *About 80 percent of national university grants to Seoul National University, and over 90 percent of private and institutional grants to Korea and Yonsei universities

The distribution among the subject fields of assistance during this 5-year period was:

	Percent (rounded)
teacher training	25
engineering	25
health sciences	17
agricultural sciences	16
business administration	8
public administration	3
miscellaneous (including library science)[11]	2

American College Participation

Much of the American technical assistance to Korean higher education was provided through United States-Republic of Korea (R.O.K.) contracts with American colleges and universities. From 1956 through 1961 George Peabody College gave assistance to the Ministry of Education, the Central Educational Research Institute and selected institutions of teacher education. A sisterhood relationship, under which technical assistance was provided and ideas and personnel exchanged, was entered into between Washington University and Korea University in 1957, setting a pattern for a similar relationship, established in 1963, between

[11] *Report on Survey of National Higher Education in the Republic of Korea.* Sponsored by the Ministry of Education, Republic of Korea, and The United States Operations Mission to Korea. May 1960. p. 210.

Long Island University and Chungang University. Furthermore, several institutions in the United States privately provided assistance to Korean higher education institutions through contracts of their own initiation.

One of the largest contracts in terms of money expended and personnel involved was the ICA-University of Minnesota-R.O.K. contract. The University of Minnesota worked exclusively with Seoul National University in improvement of selected colleges of that institution. This contract ran from 1954 to 1962, involving a total of 59 U.S. advisers in Korean service, and providing graduate study and observation for 225 Korean faculty members and administrators abroad. The amount of money allocated for equipment and supplies to the selected colleges (agriculture, veterinary medicine, engineering, medicine and public administration) totaled nearly $3,000,000.[12]

USOM Study and Report

The most detailed examination of Korean higher education by foreign educators was made just after the end of the 1948–59 period by a group of Americans under the sponsorship of the United States Operations Mission to Korea (ICA/USOM) and the Ministry of Education, Republic of Korea. The study by this group, released by the Ministry of Education and USOM in May 1960 under the title, *Report on Survey of National Higher Education in the Republic of Korea*, contained an analysis of the conditions of colleges and universities at that time and offered recommendations for changes in the following categories: administration, organization and physical plant; agricultural sciences; engineering and science; health sciences; humanities and social sciences; teacher education.

While it is not possible to review the lengthy findings of the survey, the list of 15 general recommendations placed at the end of the report provides a worthwhile summary. These recommendations are in order of suggested priority:

1. Establishment of a Board of Regents in the Ministry of Education for the management, on a high level policy basis, of all national universities and colleges.
2. Development of a centralized type of university internal organization together with the related short and long range university, college and campus consolidations.
3. Substitution of a faculty consultation method for the existing secret ballot procedure in the appointment and promotion of members of the academic and administrative staffs.
4. Improvement of academic staff salaries.
5. Establishment of student and staff quotas on a college or university basis rather than on a departmental basis.
6. Changes in budget administrative procedures, particularly those involving retention of institutional income and appropriations to universities instead of to colleges.

[12] Detailed information on the activities carried out under any of the U.S. "college contracts" can be found in semi-annual reports compiled by the U.S. institutions concerned, as required by the U.S. Government.

7. Establishment of a staff improvement program including foreign study for Koreans and United States adviser assistance in the general field of administration, organization and physical plant.
8. Continuation of present improvement program, including both foreign study and adviser assistance in the fields of agriculture, health sciences, and engineering, with preference henceforth to the national universities and colleges other than Seoul National University. Priority in the field of agriculture to be given to the unification of agricultural extension and research with instruction in the national colleges of agriculture.
9. Continuation of teacher-training improvement program with emphasis on upgrading of normal schools.
10. Continuation of business administration improvement program with preference henceforth to one or possibly two national colleges of commerce.
11. Continuation of the public administration improvement program.
12. Extension of the improvement program to include such related natural sciences as mathematics, physics, chemistry, biology and geology, and such supporting social sciences as economics, psychology, sociology, political science and geography.
13. Provision of more adequate building and equipment maintenance and repair funds.
14. Provision of equipment and books with preference to the above fields.
15. Provision of new construction and rehabilitation funds only after the completion of recommended building planning studies and only when in accord with the recommended campus changes.[13]

Concluding Remarks

Dissatisfaction with the conditions of Korean higher education had been expressed in many quarters from the early 1950's onward. College and university faculties complained of low salaries and the lack of proper instructional, laboratory and library facilities. Perceptive Korean educational leaders became increasingly alarmed at the lowering quality of higher education, charging that many institutions were merely being operated for private profit and were giving little heed to academic standards.

Suspicion was also being voiced, particularly among professors of pedagogy, that the university entrance examinations did not necessarily select the ablest young men and women. Moreover, although many students (and, indirectly, parents) seeking the economic or prestige rewards of education yearly urged an expansion of facilities and enrollment quotas, the Korean economy could not absorb the growing number of university graduates; by 1959, for example, it was estimated that nearly one-half of the university graduates could not find work.

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[13] *Report on Survey of National Higher Education in the Republic of Korea, op. cit.*, p. 211–212. The wording of some of these recommendations has been altered for the sake of clarity.

Table 3.—Comparative growth in Korean higher education by number of institutions, teaching staff, and enrollment: 1945–58

[— indicates data not available]

Period of comparison	Number of institutions			Number of teaching staff [1]			Enrollment		
	Aug. 15 1945	Dec. 31 1948	1958	1945	1948	1958	1945	1948	1958
Universities [2]									
Total	—	4(22)	15(75)	—	—	2,009	—	—	47,552
National	—	1(9)	5(34)	—	—	996	—	—	23,577
Public	—	—	1(3)	—	—	48	—	—	693
Private	—	3(13)	9(38)	—	—	965	—	—	23,282
Colleges [3]									
Total	1	23	32	290	—	905	429	—	25,554
National	1	3	4	290	—	96	429	—	2,877
Public	—	4	4	—	—	113	—	—	2,152
Private	—	16	24	—	—	696	—	—	20,525
Junior Colleges									
Total	25	4	9	688	—	138	7,450	—	3,468
National	16	—	2	231	—	39	3,651	—	945
Public	2	—	—	59	—	—	310	—	—
Private	7	4	7	398	—	99	3,489	—	2,523
All totals	26	31(22)	56(75)	978	1,800	3,052	7,879	24,000	76,574
National	17	4(9)	11(34)	521	—	1,131	4,080	—	27,399
Public	2	4	5(3)	59	—	161	310	—	2,845
Private	7	23(13)	40(38)	398	—	1,760	3,489	—	46,330

SOURCE: Mungyopu. *Daehak Kyoyuk Haengjeong eu Shibyun Sa.* (A Ten-Year History of the Administration of Higher Education). Mungyo Walbo: Ministry of Education Monthly Bulletin No. 41, Sept. 1958. p. 65–66. Translated for the author by Jong Chol Kim.

[1] Only full-time teaching staff with the rank of instructor and above are included.
[2] ( ) indicates number of colleges within the universities.
[3] Miscellaneous schools of collegiate level omitted.

Chapter IV

REORGANIZATION AND LATER MODIFICATION, 1960–64

Early Policies of the Revolutionary Government

The popularly elected government of John Chang, which held power for most of the period between the fall of the Rhee government (April 1960) and the military coup (May 1961), made extensive use of university professors in Cabinet posts and in advisory capacities. Promises were made and plans partially developed for several reforms in higher education, but due to the vacillation and instability of the Chang government these were not fulfilled. Significant changes in the organization, administration, and curricula of colleges and universities awaited the coming of the new regime.

Early in the morning of May 16, 1961, elements of the Korean armed forces moved into Seoul, and in a quick, nearly bloodless coup took control of the national government. In a statement of policy on the same day, General Do Young Chang, Chairman of the Military Revolutionary Committee, pledged that the Committee would vigorously promote anti-Communism, support the United Nations, seek closer ties with the United States, eliminate corruption found in or out of the government, promote national development, seek unification of the nation and, when the revolutionary tasks were completed, transfer governmental power to civilian hands.[1]

Early in its tenure the military regime was committed to a reorganization of higher education to achieve nationalistic and economic goals. But many factors combined to hinder formulation of concrete plans of action: a power struggle among the military leaders, the need to stabilize the new government and win external recognition, the need to take immediate action against elements in the nation considered corrupt or subversive, and some mutual suspicion between the government and the academic world.

Finally, on September 1, 1961, the Law of Temporary Exceptions on Education (Law No. 708) was promulgated, authorizing the Government

[1] "Statement for the Military Revolutionary Committee, May 16, 1961, by Do Young Chang." *Korean Report*, Vol. 1, No. 2. June 1961. p. 21.

to reorganize schools, departments, and student quotas, regardless of the national, public, or private status of the institution. The Supreme Council for National Reconstruction (SCNR),[2] acting in accordance with this law and its further interpretation by a Cabinet order on December 9, 1961, established a set of principles upon which this reorganization should take place.

Although these principles were not completely followed and the suggested reorganization was never fully implemented, they are worthy of enumeration since they reflect the drastic educational changes envisioned at that time:

1. Independent colleges should be incorporated into the university or universities located in the same geographic area.
2. On a geographic and political basis, unit regions should be formed and if two colleges of the same kind are found within the unit region, one should be abolished.
3. Departments in teachers' colleges which overlap those in liberal arts colleges should be discontinued.
4. Normal schools should be abolished and in their place 2-year teachers' colleges developed.
5. With regard to 4-year evening colleges, priority should be given to those institutions which are financially sound and serve employed persons.
6. Existing junior colleges and those 4-year colleges being eliminated should be reorganized into junior colleges specializing (with the exception of those for women) in vocational and technical education.[3]

Other principles for reorganization included the establishment of student quotas; merging of certain college departments for the sake of efficiency; establishment of a ratio of liberal arts to vocational or technical student quotas; and the downgrading of theological colleges or seminaries to the category of miscellaneous schools. These schools were no longer authorized to use the title of college; they came under the control of the provincial and municipal authorities rather than the Ministry of Education.

The emergence of General Chung Hee Park as leader of the ruling military junta in the latter half of 1961 did not appreciably alter the direction of efforts to reorganize Korean higher education. On January 5, 1962, General Park announced his views on education as follows:

> In keeping with the requirements of this era of construction, our education system will be renovated and our educational policy readjusted, so as to inspire all with the national spirit and to increase technical education.[4]

General Park further specified that the educational goals of the new government were the promotion of a "pan-national movement;" enforcement of compulsory education; "adjustment" of the enrollments of middle

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[2] SCNR was the highest legislative, judicial, and executive authority in the Revolutionary Government.

[3] Korea, Mungyopu, Hakgyo Kwanri Kuk, "Daehak Jeongbi: Kyongwi wa Munjejeom" (Reorganization of Higher Education: Its Development and Its Problems), Seoul: 1963. p. 5–14. Translated for the author by Jong Chol Kim. (Mimeographed.) It should be noted that the first three principles primarily concern national and public universities.

[4] "Park Pledges Anew, Clarifies '62 Policies" *Korean Report*, Vol. 2, No. 1. February 1962. p. 5.

schools, high schools and colleges to national requirements; promotion of physical fitness; extension of literacy campaigns; and, in general, stimulation of the Korean people with the will to work and with higher moral standards.[5]

Criticisms of Planned Reforms

Plans for reorganization closely reflecting the six principles earlier identified had been completed by the end of 1961, and their practical implementation was effected at the beginning of the new school year in March 1962. But many criticisms were heard from academic circles and segments of the public, and it soon became apparent that some modifications would have to be made in the original plans. Basic objections, as identified by the Ministry of Education in December 1962, may be summarized:

1. Public and educational administration in Korea had traditionally been based on the provincial unit, but the educational reorganization plan proposed to make two provinces a unit region.
2. The supply of and demand for college graduates had not been analyzed in a precise way in the preparation of the reorganization plan.
3. The reorganization plan gave inadequate consideration to the facilities in existence, with the result that some excellent facilities where colleges or departments were discontinued came to be unused.
4. The reorganization plan would particularly hurt private institutions, since reductions in student quotas would mean tuition losses which in turn would force a lowering of instructional standards. Furthermore, the foundations, Korean or foreign, which supported these institutions often based the amount of their support on the size of enrollment.[6]

All of these criticisms had some validity, although the arguments against reorganization frequently reflected vested interests. For example, reduction in enrollments or the closing of institutions meant elimination of jobs for faculty members, and contraction of opportunities for higher education for high school graduates; also, the closing of institutions meant the loss of a symbol of prestige in the communities in which they were located.

In December 1962, as these criticisms were being widely discussed, the SCNR's Subcommittee of Educational and Social Affairs organized an Educational Policies Reappraisal Council. The Ministry of Education submitted several suggestions to this body for consideration, the most important of which involved an adjustment in quota authorization. The Ministry proposed that the individual institutions be allowed to make internal adjustments within the limits of their overall student quotas to afford more consideration to those departments whose course offerings were thought to be more significant to national economic development plans. Another recommendation of the Ministry, never

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[5] *Ibid.*

[6] Korea, Mungyopu, Hakgyo Kwanri Kuk. "Daehak Jeongbi: Kyongwi wa Munjejeom." *op. cit.*, p. 15–21.

described in detail, was that in any readjustment in quotas or organization, the community needs should be given more weight.

The Educational Policies Reappraisal Council, after study of the principles suggested by the Ministry, in January 1963 recommended certain specific actions:

1. A national student quota limit for private colleges and universities should be set at 46,000 men, with no limit to be imposed on women student quotas. (At least in the immediate future, women students were to be given this special treatment because of the small proportion of women students enrolled in post-high school study.)
2. The Ministry of Education should determine the student quotas for national and public colleges and universities on the same principles followed with regard to private institutions. In technical fields quotas should reflect the recommendations of the First Five Year Plan for Technical Development (discussed later). Student quotas for individual institutions should be further dependent on the nature and quality of the facilities of that institution.
3. New entrants to 4-year colleges and universities should be limited to 150 percent of the current freshman class student quota.
4. All 4-year college and university entrance examinations should be held simultaneously.[7]
5. Tuition and fees in private institutions should be set by the institutions themselves.
6. The college and university entrance examination should not be applied to evening colleges. Applicants to these institutions should be selected on the basis of recommendations from their employers.[8]

Adjustments in Student Enrollments

The Supreme Council for National Reconstruction approved, with certain modifications, the policies recommended by the Educational Policies Reappraisal Council. Thus, by the opening of a new school year in March 1963, significant readjustments had been made in the original plans for the reorganization of higher education. The new quotas recommended were put into effect, with certain overages allowed if the number of candidates for matriculation exceeded the student quota (see tables 4, 5). This loophole was an important one, for under the new rules colleges and universities were allowed to admit 120 percent of the regular student quota. Another major concession allowed, with the Ministry of Education's permission, the reopening of departments closed at the time of initial reorganization. Official priority for technical and science education was underlined, however, by setting the ratio of students in humanities to nonhumanities at 3 to 7. As the data in table 6 indicates, this ratio has not yet been achieved. No action was taken on the recommendation that private institutions be allowed to regulate tuition and fees; this power remained in the Ministry of Education.

[7] Until this recommendation became law, the less prestigious institutions tended to hold their entrance examinations sometime after the "first class" colleges and universities. Under these arrangements, a student not qualifying for the institution of his first choice might be able to enter an institution of lower standards.

[8] Korea, Mungyopu, Hakgyo Kwanri Kuk, "Daehak Jeongbi: Kyongwi wa Munjejeom," *op. cit.*, p. 22–27.

Table 4.—Authorized number of departments and student quotas in higher educational institutions: 1962–63

Classification and type of institution	Number of departments		Student quota	
4-year colleges and universities	1962	1963	1962	1963
Total	548	679	66,410	79,752
National	179	212	19,320	21,980
Public	9	10	760	840
Private	360	457	46,330	56,932
Junior Colleges				
Total	142	159	10,900	21,900
Public	10	10	740	740
Private	132	149	10,160	21,160

SOURCE: Mungyopu, Hakgyo Kwanri Kuk. "Daehak Jeongbi; Kyongwi wa Munjejeom" (Reorganization of Higher Education: Its Development and Its Problems). Seoul: 1963. p. 11. Translated for the author by Jong Chol Kim. (Mimeographed.)

Table 5.—Approved student quotas and actual enrollment in higher education, by classification and type of institution: 1963

Classification	Total all schools	Graduate school	College and university [1]	Junior college	College of education	Miscellaneous collegiate schools	Vocational higher professional schools
1	2	3	4	5	6	7	8
Total							
Quota approved	118,177	3,474	79,512	21,900	3,020	7,291	2,080
Actual enrollment	131,777	2,691	105,238	14,423	3,825	4,893	707
National							
Quota approved	27,993	1,673	21,890	—	3,920	420	—
Actual enrollment	35,843	1,398	30,217	—	3,825	403	—
Public							
Quota approved	3,290	—	840	740	—	510	1,200
Actual enrollment	2,760	—	1,328	577	—	402	453
Private							
Quota approved	86,894	1,801	56,692	21,690	—	6,361	880
Actual enrollment	93,174	1,293	73,693	13,846	—	4,088	254

SOURCE: Mungyopu, Kodeung Kyoyuk Kuk. *Kodeung Kyoyuk Hyonhang.* (Present Status of Higher Education in the Republic of Korea.) Seoul, 1964. p. 149. Translated for the author by Jong Chol Kim. (Mimeographed.)

[1] Some slight discrepancy in the data on college and university quotas may be noted in tables 4 and 5.

The desirability of imposing limitations on enrollment is one of the most important and controversial issues which have persistently plagued contemporary Korean higher education. The argument for strict quotas is largely, though not entirely, economic. College and university education is expensive for the student and for the Government, and the Korean economy cannot absorb the college and university graduates of recent years at the level of employment they desire (see table 7). Moreover, the potential political threat posed by the dissatisfaction of the educated unemployed is recognized by the Government.

Table 6.—Student quotas by major fields and type of institution: Korea, 1964

Major fields of study	Total all institutions	Type of institution					
		Graduate school	College and university	Junior college	College of education	Miscellaneous collegiate schools	Vocational higher professional schools
1	2	3	4	5	6	7	8
	Student quotas						
Total	118,178	3,474	79,513	21,900	3,920	7,291	2,080
Arts	6,144	72	3,432	2,160	—	—	480
Humanities	11,336	352	6,653	1,210	—	3,121	—
Liberal arts	9,737	421	8,696	620	—	—	—
Social sciences	25,375	1,163	18,792	4,620	—	800	—
Teacher Education	8,820	—	4,900	—	3,920	—	—
Engineering	20,134	248	11,476	6,970	—	—	1,440
Pure sciences	12,054	326	8,148	3,220	—	200	160
Agriculture and forestry	9,188	140	6,528	1,720	—	800	—
Fishery and marine study	1,516	56	900	560	—	—	—
Medicine and pharmacy	11,589	675	8,144	500	—	2,270	—
Physical Education	2,285	21	1,844	320	—	100	—

SOURCE: Mungyopu, Kodeung Kyoyuk Kuk. *Kodeung Kyoyuk Hyonhang.* (Present Status of Higher Education in the Republic of Korea.) Seoul: 1964. p. 149. Translated for the author by Jong Chol Kim. (Mimeographed.)

Table 7.—Total number and percent of graduates by type of institution and status of employment: 1963

Type of institution	Total graduates 1963	Seeking advanced studies	Employed	Unemployed	Others[1]
1	2	3	4	5	6
College and university	17,966 (100 percent)	762 (4.2 percent)	7,933 (44.2 percent)	3,253 (18.1 percent)	6,018 (33.5 percent)
Junior college	1,052 (100 percent)	184 (17.5 percent)	259 (24.6 percent)	246 (23.4 percent)	363 (34.5 percent)
Graduate school	755 (100 percent)	58 (7.7 percent)	612 (81.1 percent)	29 (3.8 percent)	56 (7.4 percent)
Miscellaneous collegiate schools	462 (100 percent)	1 (0.2 percent)	398 (86.2 percent)	49 (10.6 percent)	14 (3 percent)

SOURCE: Mungyopu, Kodeung Kyoyuk Kuk, "Kodeung Kyoyuk Hyonhang." (Present Status of Higher Education in the Republic of Korea.) Seoul: 1964. p. 153. Translated for the author by Jong Chol Kim. (Mimeographed.)

[1] This category includes those graduates unaccounted for and those not seeking employment, and a sizeable number of women graduates who marry or anticipate marriage soon after graduation.

The First Five-Year Plan for Technical Development, covering 1962–66, drafted by the Economic Planning Board, provided some guidelines on this critical question. This plan classified technical manpower in three categories: engineers, technicians, and skilled workers. The needed ratio of these kinds of manpower was set at 1:5:25 (compared with the then current ratio, 1:1.3:33). The plan estimated manpower requirements in technical and engineering fields, but made no projections for the needs in agriculture, forestry, fisheries, or the social science fields. As an initial step in the direction of educational planning, the Five-Year Plan was

valuable; but the overall problem remained unsolved. As one prominent Korean educator observed, "It is very difficult in a liberal democracy with a capitalist economy to control college graduates strictly according to supply and demand."[9]

In Korea approximately two-thirds of the colleges and universities are private, and these institutions in particular were placed in financial difficulties when enrollment limitations were imposed. Most of the private institutions depend on student fees to finance normal operations and even capital outlay, and a certain minimum enrollment in each department is necessary to ensure continued functioning. For these institutions, the only alternative to student tuition and fees would be contribution of funds from the sponsoring bodies, and this source in general has proved very inadequate. As a possible solution of this dilemma, the Government recommended that private colleges and universities emphasize programs in the liberal arts, since such programs were relatively less expensive than those in science.

In another aspect of its educational reform program, the new government took steps to establish standards for facilities of higher education, a matter of official concern since the mid-1950's. After a review of earlier governmental action on this problem, the Park regime decided that too much stress had been previously placed on superficial "external" considerations (number and size of buildings, amount of land, et cetera) and too little attention has been paid to "internal" (i.e., instructional) facilities. Plans for more comprehensive standards for facilities, such as libraries, laboratory equipment, and teaching aids, were under active study in 1964.

Reorganization of Teacher Education

Teacher education proved to be another persistent problem of sizeable dimensions. Traditionally in Korea, primary school teachers received professional training in 3-year normal schools—secondary level institutions which offered both regular high school courses and practical classroom experience. Typically, secondary school teachers received professional training in 2-year or 4-year teachers colleges. The latter generally prepared teachers for senior secondary schools, and the 2-year junior colleges, for the "middle" (i.e., junior high) school.

Many teachers at all levels had entered their profession with little professional preparation. Persons with a general high school education or less could be found teaching in primary schools, and secondary school teaching jobs were frequently the only available work for college graduates. Graduates from college liberal arts programs could obtain secondary teacher licenses on the condition that they complete a brief student teaching period and sixteen credit hours of professional education. The teachers in technical high schools, except those in the general education

[9] Hyon Ki Paik, *Kyoyuk Jaejeong* (Educational Finance). Seoul: Eulyu Munwha Sa. 1963. p. 89 Portions translated for the author by Jong Chol Kim.

subjects, usually were graduates of colleges of engineering, commerce, or agriculture, who were given teaching licenses without any professional training.

Under a January 1, 1964 revision of the Educational Public Officials Law, all secondary teachers were required to have some sort of preservice training. According to the new conditions of the Law, secondary teachers could be trained under any of three arrangements: (1) in teachers colleges; (2) in liberal arts colleges which offered teacher education programs; and (3) in departments of technical, commercial, and agricultural education, which were established in technical colleges.

In 1962, 9 of the 18 normal schools were upgraded to 2-year junior colleges of education. The other normal schools became general or vocational high schools. The new 2-year collegiate institutions, one located in each province, were called *kyoyuk daehak* (teachers college) to differentiate them from 4-year colleges of education called *Sabeom daehak* (college of education). It should be noted that although this change was put into effect under the Revolutionary Government, it had been discussed for nearly a decade.

Under the reorganization, the duplication of effort between 4-year colleges of education and liberal arts colleges was to have been eliminated, with the former being allowed to retain only those departments not found in the liberal arts colleges. In 1963 these arrangements were still under heavy criticism from representatives of the colleges of education and professional educational organizations. The professional educators argued that the new system, by discontinuing various subject matter departments, left no responsible group of scholars who were capable of researching the subject matter needs of secondary school students. It was further argued that the reorganization had forced the closing of many fine facilities and the elimination of many highly qualified faculty members. Moreover, the changes had created a condition whereby teachers college graduates, who were already outnumbered in the secondary schools by graduates of the regular colleges (see table 8), constituted a constantly decreasing percentage of the teaching staffs of such schools. As a result of these criticisms and arguments, many departments were restored to the two largest national teachers colleges, at Seoul National University and Kyongpuk University.

Table 8.—Percent of teachers in secondary schools by level of preparation: 1961

Level of preparation	In public middle schools	In public high schools	In private middle schools	In private high schools
	Percent (rounded)			
Total	100.0	100.0	100.0	100.0
Teachers college graduates	35	24	21	28
Non-teachers college graduates	55	68	72	77
(mostly liberal arts, engineering, et cetera)				
By special examinations and other provisions	7	8	6	5

Other Changes

If the Revolutionary Government could take credit for the creation of a new institution for the training of primary schoolteachers, the 2-year junior college of education, it could have even more credit for the 5-year higher vocational school. The higher vocational school combined a 3-year vocational high school (senior secondary level) and a 2-year vocational junior college. Some of the best vocational high schools have attained this status. By 1963 (as shown in table 9), there were five public higher vocational schools and four private higher vocational schools in Korea. In general, they commanded higher prestige than most of the previously existing vocational junior colleges and, considering the continuing shortage of technicians, more higher vocational schools may be expected in the future.

Under the reorganization of higher education in 1961, theological and other religious colleges lost status (see table 10). Prior to this time, many of these were degree-granting institutions which college graduates might attend, or where practicing ministers might obtain additional training. As a result of their new classification, the theological schools faced severe problems. Enrollments dropped off, students at the schools lost their privilege of draft deferment, and graduates lacking the B.A. degree found it difficult to go abroad for further study. These conditions brought about a reexamination of the earlier action, and in December 1963 the policy was reversed. Beginning with the 1964–65 academic year, the theological schools regained full college status with degree granting authority.

Table 9.—Number of higher educational institutions, by type and province: 1963

Name of province	Colleges or universities				Junior colleges and 2-year college of education				Vocational higher professional schools [1]		
1	2	3	4	5	6	7	8	9	10	11	12
	Total	National	Public	Private	Total	National	Public	Private	Total	Public	Private
Total	46	11	2	33	47	11	3	33	9	5	4
Seoul [2]	24	1	1	22	18	1	—	17	2	1	1
Pusan [2]	3	2	—	1	4	1	—	3	1	1	—
Kyong i	—	—	1	1	2	1	—	1	—	—	—
Kangwon	3	1	—	2	1	1	—	—	1	1	—
Chungpuk	2	1	—	1	2	1	1	—	—	—	—
Chungnam	3	2	—	1	3	1	—	2	2	1	1
Cheonpuk	1	1	—	—	3	1	1	1	—	—	—
Cheonam	2	1	—	1	2	1	—	1	2	1	1
Kyongpuk	5	1	—	4	0	1	1	7	1	—	1
Kyongnam	1	—	1	—	2	1	—	1	—	—	—
Cheju	1	1	—	—	1	1	—	—	—	—	—

SOURCE: Korea, Mungyopu, Hakgyo Kwanri Kuk, "Daehak Jeongbi: Kyongwi wa Munjejeom" (Reorganization of Higher Education: Its Development and Its Problems). Seoul: 1963. p. 35–36. Translated for the author by Jung Chol Kim. (Mimeographed.)

[1] 5-year school corresponding to high school plus junior college.
[2] Cities which are treated as provinces for administration purposes.

Table 10.—1963–64 status of 4-year degree-granting colleges downgraded under reorganization plan of 1961

Name of college	Status in 1963–64
Kukhak	women's junior college
Dankuk	4-year evening college and junior college
Kukmin	4-year evening college and women's junior college
Dukseong	4-year evening college and women's junior college
Tongduk Women's	women's junior college
Tongyang Medical ("Oriental")	miscellaneous school
Wonkwang	miscellaneous school and junior college
Hankuk Social Workers'	junior college
Masan	vocational junior college
Methodist Theological	4-year miscellaneous school
Seoul Theological	4-year miscellaneous school
Presbyterian Theological	4-year miscellaneous school
Samyuk Theological	4-year miscellaneous school and vocational college
Hankuk Theological	4-year miscellaneous school

SOURCE: Korea, Mungyopu, Hakgyo Kwanri Kuk, "Daehak Jeongbi: Kyongwi wa Munjejeom" (Reorganization of Higher Education: Its Development and Its Problems). Seoul: 1963. p. 38–39. Translated for the author by Jong Chol Kim. (Mimeographed.)

The special role of junior colleges proved difficult to define. Until reorganization in 1961, and to a considerable degree since then, junior colleges filled their enrollment quotas with students who failed to gain entrance to 4-year colleges. Many of them hoped that upon graduation they would be able to transfer to a 4-year college. Under the reorganization plan, fourteen 4-year colleges were downgraded, the majority being transformed into junior colleges (see table 10). In 1964, there were 47 junior colleges in Korea, including eleven 2-year colleges of education.

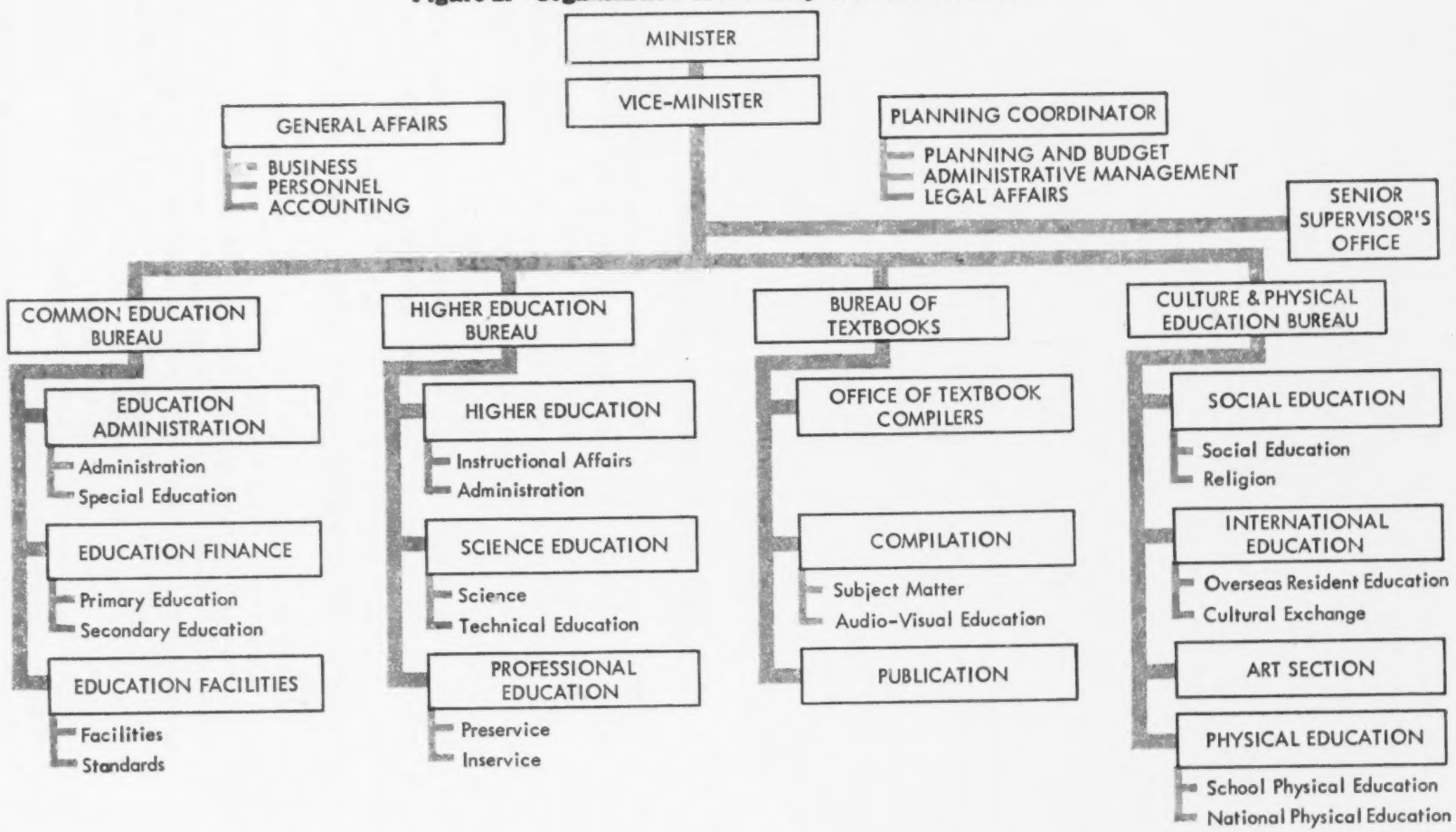
Role of the Ministry of Education

Reorganization of the Ministry of Education, effected in December 1963 (see figure 2), placed higher education under unitary rather than the bifurcated control which was the pattern in an earlier arrangement (see figure 1). The introduction of a Science Education Section in the Ministry is significant, for it reflects the importance with which science and technology are viewed by the current Korean Government.

The following main controls are exercised by the Minister of Education over the operations of nationally supported institutions of higher education:

1. The establishment of upper authorization limits on student quotas for each institution.
2. The establishment of the number of faculty members in each academic rank for each department in each institution.
3. The appointment of all presidents (4-year term), college deans (4-year term in independent colleges, 2-year within universities), and individual staff members of national and public colleges and universities. Under the revised Educational Public Officials Law these offices are appointed by the President upon the recommendation of the Minister of Education; the Minister in turn is advised by a 7-member Personnel Committee organized in the Ministry.
4. The specification of minimum plant and land space.
5. The establishment of ceilings for tuition fees.
6. The recommendation to the Minister of Finance and the National Assembly of the annual appropriation for each institution.

Figure 2. Organization of Ministry of Education, 1964



7. The establishment of general standards for entrance and graduation, including basic curriculum requirements. Students in all colleges and universities, for example, are required to take work in the Korean language, English, the natural sciences, foreign language, philosophy and physical education as part of the general education curriculum.

Budgets for national colleges and universities are prepared annually by the individual colleges, cleared through the central offices of the university, and forwarded to the Ministry of Education. After consideration by the Minister of Education and the Minister of Finance, the budgets go to the National Assembly for legislative action. The individual colleges receive their appropriations directly through the Ministry of Education. The budgetary expenditure for national higher education is 8–9 percent of the total Ministry of Education budget. In 1962, the per capita expenditure for higher education was 26,640 *won* (approximately $200 in U.S. currency).[10]

The allocation of funds by the national government directly to the constituent college within a university represents a continuing source of difficulty. This arrangement understandably tends to foster duplication in program, facilities, and faculty, since each college seeks a maximum budget. The fact that unspent appropriations must be returned to the national treasury further detracts from flexibility in planning.

Other reasons for the independence of the individual colleges relate to the fact that the authorized number of staff positions in departments is dependent on the number of students. As might be expected under such arrangements, student transfers from one college to another are nearly impossible. On the one hand, institutions dislike losing students, for this means a loss in authorized personnel; moreover, an institution which has filled its authorized enrollment quota is not in a position to accept transfers.

Another important source of funds, until its abolishment in 1962, was the Parent Association, an organization established by a college or university and consisting of the parents of all enrolled students. Fees and donations collected through the Parent Association formed a separate budget and, upon approval of the association, funds from this budget were made available for physical plants, equipment, administration, and other improvements. Since 1962, all fees collected at national and public institutions have been sent directly to the national treasury to be reallocated to individual institutions. In private institutions all moneys collected go to the supporting foundation.

The amount and kind of control to be exercised by the national government over private institutions of higher education is a continuing subject of controversy. In June 1963 the Supreme Council for National Reconstruction passed an important law pertaining to all private educational institutions. Under this law the school-sponsoring body is subject to a number of regulatory provisions. Specifically, the Ministry of Education

[10] Based on data from Hyon Ki Paik, *op. cit.*, p. 89.

is given the power to authorize (1) the commercial activities which may be engaged in; (2) the number and composition of the board of trustees; (3) the form and specifications of budgets; and (4) the appointment of deans and presidents. It seems likely, however, that pressure from the powerful private institutions and their alumni will eventually force modifications in the amount of government supervision.

Internal Administration of Universities and Colleges

As now constituted, the internal administrative organization and control structure within Korean higher educational institutions varies considerably in degree of centralization. In Seoul National University, where the college units are spread over 11 campuses, little administrative control rests with the central administrative officers. In institutions with a single campus, however, administrative control is usually centralized. A more or less typical internal organization of a university is shown in figure 3.

Concluding Remarks

Both the civil and military governments during the 1960–64 period promised major changes in higher education, and in the design and implementation of these changes, they sought the advice of academicians.

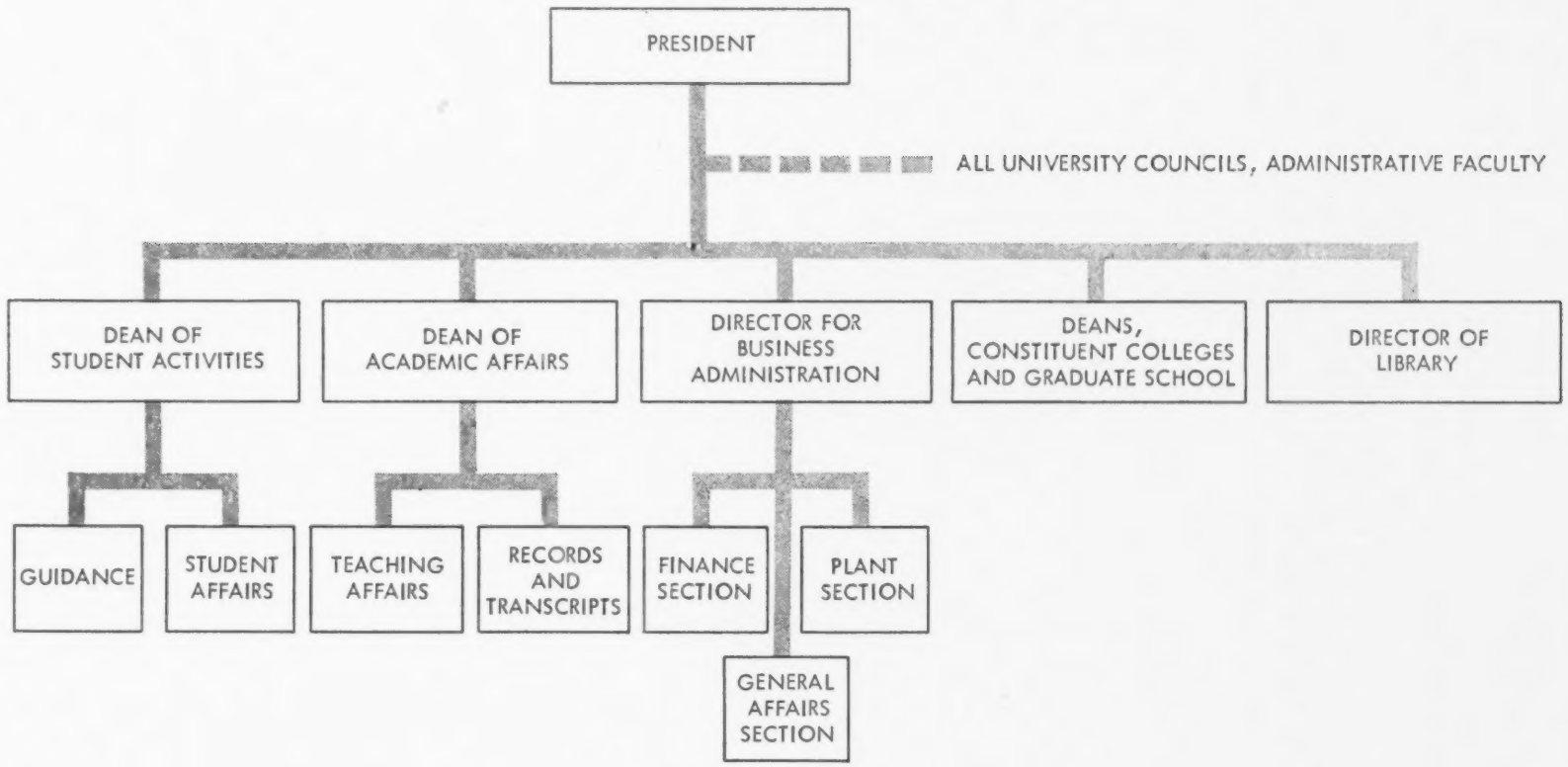
Indeed, under the Revolutionary and Post-Revolutionary Government, the first large-scale efforts were directed to a better adaptation of the colleges and universities to contemporary national goals. Based on fragmentary studies of manpower needs and the considered judgment of experienced educators, these steps included:

*reclassification of institutions
*alterations in enrollment quotas
*new types of vocational institutions to satisfy newly recognized vocational needs
*experimental use of national examinations as part of the entrance requirements to colleges and universities.

Considering the weight of scholarly traditions and the resistance from vested academic interests, these changes were all the more significant. Yet crucial problems remained. The quality of instruction in many colleges and universities was unsatisfactory. Students, deeply frustrated by the national problems, as these affected their lives, and made insecure by the uncertainty of future vocational opportunities, frequently gave less than full attention to their studies. A shortage of faculty and the resulting high student-faculty ratio, coupled with the lack of advanced training or research experience among many of the older professors, further contributed to low academic standards.

Other shortcomings countinued in evidence. The economic impoverishment of Korea meant inadequate facilities and shortages in equipment, particularly in the technical and scientific fields; it also meant that costly

Figure 3. Typical Organization of a University



expenditures in higher education were made at the sacrifice of investment in other important sectors. Shortages of labor supply in certain critical vocational areas (for example, technicians and certain categories of engineers) reflected imbalances in higher education curricula as well as inadequate vocational guidance. Korea in 1964 still had no overall plan for the development of human resources to guide national educational planning. Moreover, the persistent political instability of the nation, coupled with the lack of confidence and occasional mistrust exhibited between the intelligentsia and the governmental leaders, continued to thwart efforts to achieve a thorough reorganization of higher education.

Chapter V

A COMPARATIVE VIEW

A comparative view of higher educational systems using a variety of educational indices, can provide valuable perspectives on the relative standing of national systems. If proper data are available, higher education systems may be compared cross-nationally in terms of student selectivity, curricular emphases, elaborateness of plant and facilities, academic qualifications of faculties, financial support and costs, and of any number of characteristics of the teaching and student bodies. Unfortunately, data which might contribute to many interesting comparative sociological analyses are not available for Korea. For example, national studies of the social and economic background of Korean students have not yet been undertaken; neither is information avaiable on the vocational aspirations or social values of students or faculty members.

However, it is possible by means of available quantitative indices to gain some comparative perspective on the development of Korean higher education. One example of such a comparison is provided in the recently published work by Frederick Harbison and Charles Meyers.[1] Using two indices—the ratio of school enrollment to the size of the relevant population group at the secondary and higher educational levels—to form a composite index of "human resource development," this study groups 75 nations into 4 levels: *underdeveloped, partially developed, semi-advanced and advanced.* It is significant that Korea falls into the semi-advanced category—a category including 21 countries ranging upward from Mexico to Norway. Thus Korea, when measured by this quantitative educational index, is placed on a level higher than all nations of middle Africa and higher than nearly all other nations of Asia and Latin America.

If the comparison is confined only to higher education enrollments considered as percentages of the estimated population aged 20 years to 24 years, Korea also ranks comparatively high among the developing nations. Korea's higher education enrollment ratio of 5.7 is considerably above the median of the 75 countries in the Harbison and Meyers study. Indeed, on this index Korea ranks above such European countries as Spain, Italy, Poland and Norway.[2] A further criterion for judging the development of

[1] *Education, Manpower and Economic Growth.* New York: McGraw-Hill. 1964. p. 23–33.
[2] *Ibid.*, p. 47 (all data are 1958–61).

higher education might be the balance of enrollments between the scientific-technical faculties and the humanities-law-arts faculties. In spite of Korea's long humanistic heritage, its percentage of higher education enrollment in the humanities faculties falls below the median for the countries studied; moreover, the percentage enrollment in the science and technical faculties is above the median.[3]

The Philippines and Taiwan are the Asian countries whose higher education enrollments most closely compare quantitatively with those of Korea. The Philippines has a higher education enrollment which is 1.0 percent of the total population, compared to 0.5 percent in Korea and 0.3 percent in Taiwan.[4] Relative to their level of economic development, these countries have unusually high enrollments in higher education. Indeed, no other nation with a per capita income equal to, or less than, that of Korea exceeds Korea's higher education enrollment ratio.

These are, of course, only quantitative comparisons. To discern the comparative quality of Korean higher education, in terms of academic standards, facilities, or its appropriateness in terms of the needs of the nation, would require much more subtle investigation. However, the presence of unemployed university graduates in Korea (and also in the Phillippines and Taiwan), and the complaints voiced by Korean governmental officials and educators that the higher education system is not attuned to national manpower needs, would seem to suggest that emphases in the near future should be of a qualitative nature.

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[3] *Ibid.*

[4] Data from Arthur L. Carson, *Higher Education in the Philippines.* U.S. Office of Education Bulletin 1961, No. 29. Washington: Government Printing Office. 1961. UNESCO, *Current Enrollment Statistics.* Paris: UNESCO, 1963; *The Statesman's Year-Book.* London: MacMillan and Co. 1963. United Nations, Department of Economic and Social Affairs. *Demographic Yearbook.* New York, 1962. (All data are for 1960–61.)

APPENDIX A

Selected Data on Institutions of Higher Education in the Republic of Korea: 1963

INTRODUCTORY COMMENTS

Seeking to augment the information available from official Korean sources, the author has gathered certain supplementary data especially for this study. The data in Appendix A were acquired by means of a questionnaire prepared by the author and distributed in Korea by Professor Jong Chol Kim. Since many copies of the questionnaire were returned incomplete, the results of the inquiry were not fully satisfactory. Nevertheless, in spite of gaps in the data and some suspected inaccuracies, Appendix A is valuable in providing information not available in any other single source.

Certain points of clarification regarding the appendix are in order. An institution may have been officially recognized at the same time it achieved its present status—as in the case of most of the recently created higher professional schools. However, these dates would differ for many of the older institutions which have changed in status—e.g., from junior colleges to colleges, colleges to universities, etc.

The discrepancies between actual enrollments and authorized student quotas reflect the permissiveness of government policy concerning overages. Recent information from the Korean Government would lead one to believe that quotas will be more strictly enforced in the future.

The percentage of graduating students who passed the national B.A. examination tends to be similar throughout the colleges or faculties of a university. In those cases where only a single percentage is given for an institution, the assumption may be made that approximately the same percentage applies to each of the individual colleges.

The variance in the ratio of successful to total applicants in a given faculty or program indicates the degree of selectivity in enrollment procedure. Since student quotas are set for the individual college or faculty, this ratio reflects not only the prestige of the institution as a whole but also that of each program.

The total number of faculty members may include both degree holders and non-degree holders. The category Ph.D. includes holders of the M.D., LL.D., D.D.S., D.D., and Ed.D. degrees. Evening colleges, attached junior colleges, and in some instances, graduate schools, utilize the regular teaching faculties of the parent institution.

The salary range (instructor to full professor) is standardized for each type of national or public institution. There is a great variance in salary ranges among private institutions—which may account for the reluctance to respond to this item on the questionnaire.

The teaching loads are given in hours per week, and must be considered only rough approximations. While the teaching load is constant throughout some institutions, this is not always the case, as the data show.

Several items were included in the questionnaire to determine the extent of library holdings. Because of frequent misinterpretations by the responding institutions, certain reported data regarding periodical

holdings were discarded. Some multi-faculty institutions have specialized libraries for the various faculties instead of or in addition to central libraries. Where the holdings of these specialized libraries are known, they are separately reported.

All data in the Appendix are for the years 1962 or 1963.

APPENDIX A

Selected Data on Institutions of Higher Education in the

[n.a.—data

UNIVER

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
							National
CHOENNAM (Kwangju)							
Graduate school							
M.A.	n.a.	6/9/52	73	74	14	-------	n.a.
Ph.D.	n.a.	6/9/52	5	3	0	-------	n.a.
Totals	---------	----------	78	77	14	-------	1:1.8
Colleges							
Agriculture	n.a.	6/9/52	520	659	110	n.a.	n.a.
Commerce	n.a.	6/9/52	160	492	193	n.a.	n.a.
Engineering	n.a.	6/9/52	240	436	134	n.a.	n.a.
Law	n.a.	6/9/52	100	361	128	n.a.	n.a.
Liberal arts	n.a.	6/9/52	640	789	107	n.a.	n.a.
Medicine	n.a.	6/9/52	320	502	132	n.a.	n.a.
Totals	---------	----------	1,980	3,239	804	90.2	1:2.5
CHEONPUK (Cheonju)							
Graduate school							
M.A.	n.a.	11/–/52	145	34	2	-------	1:1.5
Colleges							
Agriculture	n.a.	4/1/52	320	516	153	n.a.	1:1.0
Commerce	n.a.	10/6/51	500	550	106	n.a.	1:1.1
Engineering	n.a.	10/6/51	760	734	97	n.a.	1:1.4
Evening	n.a.	n.a.	n.a.	95	n.a.	n.a.	n.a.
Law and political science	n.a.	10/6/51	160	289	104	n.a.	1:1.3
Liberal arts	n.a.	4/1/52	420	442	76	n.a.	1:1.0
Totals	---------	----------	2,160	2,626	536	88.1	1:1.2
CHUNGNAM (Daejon)							
Graduate School							
M.A.	n.a.	5/25/52	47	25	7	-------	1:1.8
Colleges							
Agriculture	n.a.	5/25/52	320	612	111	n.a.	n.a.
Engineering	n.a.	5/25/52	300	446	62	n.a.	n.a.
Liberal arts	n.a.	5/25/52	600	1,173	213	n.a.	n.a.
Totals	---------	----------	1,220	2,231	386	83.1	1:1.8
KYONGPUK (Daegu)							
Graduate School							
M.A.	r.a.	3/30/53	97	91	36	-------	1:1.8
Colleges							
Agriculture	n.a.	10/1/51	420	628	167	n.a.	n.a.
Law and political science	n.a.	5/28/52	160	763	239	n.a.	n.a.
Liberal arts	n.a.	5/28/52	740	1,006	145	n.a.	n.a.
Medicine	n.a.	10/1/51	320	360	100	n.a.	n.a.
Teachers	n.a.	10/1/51	580	1,157	345	n.a.	n.a.
Totals	---------	----------	2,220	3,914	996	97.2	1:2.6
PUSAN (Pusan)							
Graduate School							
M.A.	n.a.	8/17/53	152	80	33	-------	1:1.8
Ph.D.	n.a.	8/17/53	34	4	1	-------	1:1.2
Totals	---------	----------	186	84	34	-------	n.a.

See footnotes at end of table.

APPENDIX A

Republic of Korea: 1963 (unless otherwise indicated)

not available]

SITIES

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)[2]	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)[1]	Average teaching load (hours per week)		Oriental[3]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
19	4	32	73	n.a.	n.a.	n.a.	n.a.	n.a.	0.3	0.3
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
32	46	104	182	11.7 to 20.0	12–13	6–7	23.0	19.3	9.3	4.7
n.a.	39	n.a.	39	n.a.	n.a.	n.a.	n.a.	n.a.	1.4	7.1
1	8	8	23	n.a.	10–11	5–6	4.1	n.a.	0.7	.02
n.a.	6	20	26	n.a.	7–8	3–4	n.a.	n.a.	3.5	.03
n.a.	2	13	27	n.a.	15–16	n.a.	34.0	22.0	1.1	1.2
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a	n.a.	0.3	0.9
n.a.	n.a.	n.a.	34	n.a.	15–16	5–6	n.a.	n.a.	0.7	0.02
n.a.	5	49	63	n.a.	10–11	5–6	n.a.	n.a.	1.1	1.8
n.a.	n.a.	n.a.	n.a.	11.7 to 20.0	n.a.	n.a.	38.1	22.0	7.8	11.8
1	2	19	35	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
1	26	76	136	11.7 to 20.0	13–14	6–7	23.8	7.5	3.7	1.0
16	22	32	83	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
10	7	41	85	11.7 to 20.0	10–11	3–4	38.9	36.2	8.5	3.0
6	8	19	49	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
6	8	19	49	11.7 to 20.0	n.a.	n.a.	n.a.	n.a.	0.4	1.8

APPENDIX A

Selected Data on Institutions of Higher Education in the

UNIVERSITIES

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
National							
PUSAN (Pusan)—Con.							
Colleges							
Commerce	4/–/53	5/15/46	500	900	188	n.a.	n.a.
Engineering	4/–/53	5/15/46	520	767	128	n.a.	n.a.
Fisheries	4/–/53	5/15/46	920	821	197	n.a.	n.a.
Law	4/–/53	5/15/46	160	318	129	n.a.	n.a.
Liberal arts	4/–/53	5/15/46	580	745	284	n.a.	n.a.
Medicine	4/–/53	5/15/46	480	673	192	n.a.	n.a.
Totals			3,160	4,224	1,118	94.7	1:2.7
SEOUL (Seoul)							
Graduate School							
M.A.	n.a.	8/22/46	503	540	184		1:3.1
Jurisprudence	n.a.	4/1/62	200	142	0		1:1
Public administration	n.a.	1/13/59	200	207	74		1:2.9
Public health	n.a.	1/13/59	140	71	41		1:3.1
Ph.D.	n.a.	8/22/46	121	108	57		1:1.4
Totals			1,164	1,068	356		n.a.
Colleges							
Agriculture	n.a.	9/1/04	1,160	1,412	332	n.a.	1:2.5
Commerce	8/22/46	4/–/22	760	1,216	233	n.a.	1:4.2
Dentistry	n.a.	8/22/46	400	286	28	n.a.	n.a.
Engineering	n.a.	8/22/46	1,680	1,767	307	n.a.	1:5.4
Fine arts	4/20/53	8/22/46	280	374	68	n.a.	1:2.5
Law	n.a.	8/22/46	640	1,036	319	n.a.	1:3.7
Liberal arts and science	n.a.	12/–/49	2,100	1,492	386	n.a.	1:4.1
Medical	n.a.	8/22/46	560	668	170	n.a.	1:4.1
Music	4/20/53	8/22/46	340	380	83	n.a.	1:1.9
Pharmaceutical	9/30/50	6/–/15	320	398	82	n.a.	1:4.3
Teachers	n.a.	8/22/46	880	1,284	375	n.a.	1:4.7
Totals			9,120	10,313	2,383	98.9	n.a.
Private							
CHOSEON (Kwanju)							
Graduate School							
M.A.	n.a.	3/10/53	185	91	3		n.a.
Ph.D.	n.a.	3/10/53	20	0	0		n.a.
Totals			205	91	3		1:1.7
Colleges							
Engineering	3/10/53	4/5/46	660	426	53	n.a.	n.a.
Evening	3/10/53	10/30/54	720	666	100	n.a.	n.a.
Law	3/10/53	4/5/46	240	511	119	n.a.	n.a.
Liberal arts	3/10/53	4/5/46	380	373	69	n.a.	n.a.
Pharmaceutical	2/6/59	4/5/46	236	468	128	n.a.	n.a.
Totals			2,236	2,444	469	98.0	1:2.0
CHUNGANG (Seoul)							
Graduate School							
M.A.	n.a.	2/18/53	122	70	13		n.a.
Ph.D.	n.a.	2/18/53	3	6	1		n.a.
Totals			125	76	14		1:1.3

See footnotes at end of table.

APPENDIX A

Republic of Korea: 1963 (unless otherwise indicated)—Continued

—Continued

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)[1]	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [2]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
12	69	145	285	11.7 to 20.0	11–12	5–6	26.1	74.2	10.6	6.3
7	1	5	9	n.a.	n.a.	n.a.	n.a.	n.a.	0.1	0.1
7	7	5	52	n.a.	n.a.	n.a.	n.a.	n.a.	0.5	0.1
3	20	3	26	n.a.	n.a.	n.a.	n.a.	n.a.	0.1	0.2
7	1	1	9	n.a.	n.a.	n.a.	n.a.	n.a.	0.1	0.1
130	54	83	313	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0.1
154	83	93	400	11.7 to 20.0	n.a.	n.a.	n.a.	n.a.	n.a.	0.6
11	27	23	80	n.a.	9–10	3–4	20.3	8.3	5.1	5.5
4	19	32	60	n.a.	10–11	3–4	11.0	5.5	2.0	0.8
8	5	17	30	n.a.	18–19	6–7	0.9	2.4	1.3	0.1
13	49	74	151	n.a.	10–11	8–9	7.5	11.2	12.1	3.4
0	9	24	37	n.a.	13–14	5–6	0.3	0.5	3.6	1.2
10	15	24	54	n.a.	9–10	2–3	10.5	4.0	1.6	0.2
26	82	125	233	n.a.	9–10	3–4	15.7	11.0	4.1	1.1
95	67	100	262	n.a.	10–11	2–3	n.a.	4.3	3.6	4.2
1	14	33	74	n.a.	10–11	4–5	0.5	1.1	1.1	0.2
4	10	16	30	n.a.	15–16	5–6	0.9	1.8	1.6	0.2
7	14	44	109	n.a.	9–10	2–3	4.9	9.1	1.5	2.2
179	311	512	1,120	11.7 to 20.0	n.a.	n.a.	n.a.	59.2	37.6	19.1
Institutions										
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
4	4	24	35	n.a.	n.a.	n.a.	n.a.	n.a.	0.2	0.5
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
2	14	85	115	----------	16–17	5–6	60.9	81.5	1.0	0.09
-------	-------	-------	-------	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
-------	-------	-------	-------	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
11	18	14	43	n.a.	n.a.	n.a.	0.1	n.a.	3.4	n.a.

APPENDIX A

Selected Data on Institutions of Higher Education in the

UNIVERSITIES

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
							Private
CHUNGANG (Seoul)—Con.							
Colleges							
Economics, commerce	2/6/53	11/11/25	800	1,586	335	n.a.	n.a.
Law	2/6/53	11/11/25	500	1,525	356	n.a.	n.a.
Liberal arts, science	2/6/53	11/11/25	1,740	2,034	351	n.a.	n.a.
Pharmaceutical	2/6/53	11/11/25	360	730	155	n.a.	n.a.
Total	----------	----------	3,400	5,875	1,197	93.4	1:2.8
DONGA (Pusan)							
Graduate School							
M.A.	n.a.	9/18/58	68	31	10	-------	n.a.
Colleges							
Agriculture	2/6/59	11/1/45	288	166	22	n.a.	n.a.
Engineering	2/6/59	11/1/45	508	299	68	n.a.	n.a.
Evening	2/6/59	4/25/56	864	356	162	n.a.	1:6
Law	2/6/59	11/1/45	560	624	170	n.a.	n.a.
Liberal arts	2/6/59	11/1/45	564	232	61	n.a.	n.a.
Totals	----------	----------	2,784	1,677	483	79.5	1:1.6
DONGKUK (Seoul)							
Graduate School							
M.A.	n.a.	2/6/53	109	107	27	-------	1:1.9
Ph.D.	n.a.	2/6/53	24	9	0	-------	1:2
Totals	----------	----------	133	116	27	-------	n.a.
Colleges							
Agriculture	2/6/53	11/5/15	660	617	41	n.a.	n.a.
Buddhism	2/6/53	11/5/15	220	148	14	n.a.	n.a.
Commerce, economics	2/6/53	11/5/15	380	1,148	332	n.a.	n.a.
Law	2/6/53	11/5/15	400	901	246	n.a.	n.a.
Liberal Arts, science	2/6/53	11/5/15	640	927	179	n.a.	n.a.
Totals	----------	----------	2,300	3,741	812	87.4	1:1.9
EWHA (Seoul)							
Graduate School							
M.A.	n.a.	12/31/51	231	87	37	-------	n.a.
Colleges							
Fine arts	10/–/45	5/31/1886	380	490	57	n.a.	n.a.
Law	10/–/45	5/31/1886	400	450	59	n.a.	n.a.
Liberal arts, science	10/–/45	5/31/1886	2,820	3,333	810	n.a.	n.a.
Medical	10/–/45	5/31/1886	420	481	71	n.a.	n.a.
Music	10/–/45	5/31/1886	360	413	64	n.a.	n.a.
Pharmaceutical	12/–/51	5/31/1886	480	621	175	n.a.	n.a.
Physical education	10/–/45	5/31/1886	600	181	n.a.	n.a.	n.a.
Teachers	10/–/45	5/31/1886	1,460	1,485	369	n.a.	n.a.
Totals	----------	----------	6,920	7,454	n.a.	93.6	1:1.6
HANYANG (Seoul)							
Graduate School							
M.A.	n.a.	3/11/53	56	26	9	-------	1:1.8
Colleges							
Engineering	2/6/59	7/1/48	1,580	4,585	686	n.a.	1:2.1
Evening	2/6/56	5/10/56	840	1,575	195	n.a.	n.a.
Liberal arts, science	3/10/59	3/10/59	804	781	65	n.a.	1:1.8

See footnotes at end of table.

APPENDIX A

Republic of Korea: 1963 (unless otherwise indicated)—Continued

—Continued

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)[1]	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [2]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
15	97	83	237	8.1 to 12.3	11–12	6–7	40.8	72.8	13.3	2.2
0	9	17	31	n.a.	n.a.	n.a.	n.a.	n.a.	0.1	0.7
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
4	33	53	117	n.a.	8–9	4–5	n.a.	n.a.	5.3	3.4
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a
8	68	112	249	n.a.	6–7	3–4	46.1	34.5	6.3	1.3
n.a.	n.a.	n.a.	76	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
16	30	25	76	n.a.	n.a.	n.a.	n.a.	n.a.	1.4	0.4
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
16	63	103	212	8.9 to 16.1	9–10	3–4	56.9	15.7	11.9	1.4
11	35	38	116	n.a.	n.a.	n.a.	n.a.	n.a.	0.2	1.8
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
41	137	131	414	n.a.	13–14	5–6	78.2	67.6	6.2	6.2
0	3	0	3	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
7	62	63	182	8.0 to 12.0	13–14	10–11	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
3	14	62	88	n.a.	13–14	10–11	n.a.	n.a.	n.a.	n.a.

APPENDIX A

Selected Data on Institutions of Higher Education in the

UNIVERSITIES

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
							Private
HANYANG (Seoul)—Con.							
Colleges—Con.							
Political science and economics	3/10/59	3/10/59	240	756	68	n.a.	1:1.2
Totals	----------	----------	3,464	7,697	1,014	88.0	n.a.
KEONKUK (Seoul)							
Graduate School							
M.A.	n.a.	2/26/59	24	42	11	-------	1:2.2
Colleges							
Evening	2/26/59	3/29/55	696	999	306	78.2	1:8.4
Liberal arts and science	2/26/59	5/15/48	472	462	56	78.3	1:1.3
Livestock	2/26/59	2/26/59	400	275	0	78.3	1:3.7
Political science	2/26/59	5/15/46	400	955	171	78.3	1:2.1
Totals	----------	----------	1,968	2,691	533	78.3	n.a.
KOREA (Seoul)							
Graduate School							
M.A.	n.a.	5/5/50	198	162	48	-------	n.a.
M.A. (Evening)	n.a.	5/5/50	99	91	n.a.	-------	n.a.
Ph.D.	n.a.	5/5/50	99	3	n.a.	-------	n.a.
Totals	----------	----------	396	256	n.a.	-------	1:2.7
Colleges							
Agriculture	12/-/51	2/11/52	940	1,041	158	n.a.	n.a.
Commerce	4/15/46	5/5/05	700	1,130	180	n.a.	n.a.
Law	4/15/46	5/5/05	600	1,154	262	n.a.	n.a.
Liberal arts and science	8/15/46	5/5/05	1,840	2,008	366	n.a.	n.a.
Political science	2/-/59	5/5/05	680	1,045	235	n.a.	n.a.
Totals	----------	----------	4,760	6,378	1,201	99.3	1:2.3
KYONGHI							
Graduate School							
M.A.	n.a.	2/8/54	75	37	13	-------	n.a.
Ph.D.	n.a.	2/8/54	12	4	n.a.	-------	n.a.
Totals	----------	----------	87	41	n.a.	-------	1:2.0
Colleges							
Law	2/6/55	5/12/45	220	741	213	n.a.	n.a.
Liberal arts and science	2/6/55	5/12/45	760	1,183	199	n.a.	n.a.
Physical education	2/6/55	2/12/45	480	625	85	n.a.	n.a.
Political science and economics	2/6/55	2/12/45	560	1,775	310	n.a.	n.a.
Totals	----------	----------	2,020	4,324	807	88.6	1:1.1
SEONGKYUNKWAN (Seoul)							
Graduate School							
M.A.	n.a.	2/6/53	197	134	24	-------	1:2.6
Ph.D.	n.a.	2/6/53	51	3	n.a.	-------	1:1.3
Totals	----------	----------	248	137	n.a.	-------	n.a.
Colleges							
Commerce	2/6/55	9/25/46	480	1,719	303	n.a.	n.a.
Evening	2/6/53	9/25/46	576	1,814	262	n.a.	n.a.

See footnotes at end of table.

APPENDIX A

Republic of Korea: 1963 (unless otherwise indicated)—Continued

—Continued

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)[1]	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [2]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
1	33	22	58	n.a.	12–13	7–8	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	43.6	46.8z	2.6	2.7
9	8	19	36	n.a.	n.a.	n.a.	n.a.	n.a.	0.1	0.1
2	31	47	80	n.a.	7–8	3–4	n.a.	n.a.	1.2	0.3
3	27	25	70	n.a.	6–7	3–4	n.a.	n.a.	0.9	1.8
3	8	11	26	n.a.	6–8	3–4	n.a.	n.a.	0.5	3.2
0	26	23	51	n.a.	4–5	2–3	n.a.	n.a.	1.0	2.3
8	92	106	227	n.a.	n.a.	n.a.	27.5	22.1	3.7	7.7
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	u.a.	n.a.	n.a.	n.a.	n.a.
15	23	61	101	n.a.	n.a.	n.a.	n.a.	n.a.	0.3	1.9
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
19	89	1	109	12.3 to 26.5	6–7	3–4	77.2	59.1	9.1	4.8
-------	-------	-------	-------	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
-------	-------	-------	-------	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
8	14	27	57	n.a.	n.a.	n.a.	n.a.	n.a.	9.3	0.2
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
13	61	70	182	n.a.	9–10	5–6	51.6	31.0	6.7	1.6
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
8	28	77	136	n.a.	n.a.	n.a.	n.a.	n.a.	0.2	3.3
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

APPENDIX A

Selected Data on Institutions of Higher Education in the

UNIVERSITIES

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
Private							
SEONGKYUNKWAN (Seoul) —Con.							
Colleges—Con.							
Law and political science	2/6/53	9/25/46	320	1,450	303	n.a.	n.a.
Liberal arts and science	2/6/53	9/25/46	1,140	1,849	280	n.a.	n.a.
Pharmaceutical	2/6/53	9/25/46	260	683	182	n.a.	n.a.
Totals	----------	----------	2,776	7,515	1,330	89.8	1:10.7
SUKMYONG (Seoul)							
Graduate School							
M.A.	n.a.	3/9/55	74	50	7	-------	1:1.1
Colleges							
Liberal arts and science	3/10/55	4/20/38	1,380	2,218	385	n.a.	n.a.
Music	3/10/55	4/20/38	300	311	35	n.a.	n.a.
Pharmaceutical	3/10/55	4/20/38	240	471	111	n.a.	n.a.
Political science and economics	3/10/55	4/20/38	440	642	82	n.a.	n.a.
Totals	----------	----------	2,360	3,642	613	76.3	1:1.7
YONSEI (Seoul)							
Graduate School							
M.A.	n.a.	6/1/50	176	172	37	-------	1:1.9
Ph.D.	n.a.	6/1/50	58	19	8	-------	1:1.0
Totals	----------	----------	234	191	45	-------	n.a.
Colleges							
Commerce	8/-/46	4/7/17	960	932	118	n.a.	n.a.
Engineering	8/-/46	4/7/17	1,660	1,376	195	n.a.	n.a.
Liberal arts and science	8/-/46	4/7/17	720	987	235	n.a.	n.a.
Medical	3/-/57	4/7/17	540	439	108	n.a.	n.a.
Political science	12/-/51	4/7/17	720	808	189	n.a.	n.a.
Theology	8/-/46	4/7/17	248	248	43	n.a.	n.a.
Totals	----------	----------	4,848	4,790	888	99.0	1:2.9

See footnotes at end of table.

APPENDIX A

Republic of Korea: 1963 (unless otherwise indicated)—Continued

—Continued

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [2]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
6	30	50	107	10.5 to 20.7	10–11	3–4	80.6	27.8	7.9	0.7
4	8	17	40	n.a.	n.a.	n.a.	n.a.	n.a.	0.1	0.2
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
2	48	93	210	10.8 to 19.5	11–12	4–5	33.2	17.4	5.1	1.2
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
51	22	43	118	n.a.	n.a.	n.a.	n.a.	n.a.	0.1	0.6
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
30	3	63	96	n.a.	n.a.	n.a.	0.1	5.1	2.4	4.9
64	99	164	350	n.a.	10–11	3–4	99.1	73.4	10.5	15.3

APPENDIX A

Selected Data on Institutions of Higher Education in the

COL

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
National							
CHEJU (Cheju)	4/6/55	5/27/52	500	637	72	73.5	1:1.1
CHUNCHEON (Chuncheon)	6/14/55	6/14/47	360	422	56	67.7	1:1.5
CHUNGPUK (Chinju)	4/5/56	12/9/53	580	777	134	83.1	1:1.3
KONGJU TEACHERS (Konju)	6/21/50	7/30/48	280	442	129	97.0	1:1.2
KOREA MARINE (Pusan)							
Graduate School							
M.A.	n.a.	3/25/63	10	5	n.a.	-------	1:1.0
College	6/-/56	11/5/45	400	370	112	96.5	1:2.2
Public							
CHINJU AGRICULTURAL (Chinju)	2/6/53	8/14/48	440	785	166	83.9	1:2.3
SEOUL AGRICULTURAL (Seoul)	3/10/60	3/21/56	400	543	87	n.a.	1:2.2
Private							
CATHOLIC (Seoul)							
Graduate School							
M.A.	n.a.	4/2/60	20	15	4	-------	1:2.2
M.D.	n.a.	4/2/60	10	6	0	-------	1:1.0
Totals	---------	----------	30	21	4	-------	n.a.
Colleges							
Medicine	4/30/54	11/1/47	636	763	95	n.a.	1:7.8
Theology	4/30/49	3/10/1887	240	343	30	n.a.	1:1.1
Totals	---------	----------	876	1,106	125	100	n.a.
CHEONGGU (Daegu)							
Graduate School							
M.A.	n.a.	4/6/61	37	25	2	-------	n.a.
Colleges							
Regular	4/10/52	4/25/50	888	969	62	n.a.	1:2.7
Evening	4/10/52	4/25/50	864	1,162	159	n.a.	1:4.9
Totals	---------	----------	1,752	2,131	221	87.5	n.a.
CHEONGJU (Cheongju)							
Graduate School							
M.A.	n.a.	3/21/54	30	6	2	-------	n.a.
Colleges							
Regular	7/16/51	11/18/46	560	710	149	n.a.	1:1.2
Evening	7/16/51	11/18/46	220	222	18	n.a.	1:1.7
Totals	---------	----------	780	932	167	86.9	n.a.
DAEGU (Daegu)							
Graduate School							
M.A.	n.a.	3/8/58	60	53	14	-------	1:7.0
Colleges	2/6/53	3/10/47	1,440	1,845	266	92.9	1:1.7
DAEHAN PRESBYTERIAN THEOLOGICAL (Seoul)	4/27/55	5/15/01	300	238	77	n.a.	1:2.1
DAEHAN THEOLOGY (Seoul)	9/-/52	2/5/48	200	159	30	n.a.	1:1.3
DAEJEON (Daejon)	n.a.	2/26/59	340	274	55	100	1:1.1

See footnotes at end of table.

APPENDIX A

Republic of Korea: 1963 (unless otherwise indicated)—Continued

LEGES

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)[1]	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [2]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
0	10	56	87	11.7–20.0	9–10	2–3	8.4	4.2	1.0	0.2
1	4	25	41	11.7–20.0	7–8	6–7	4.8	5.9	1.5	0.8
0	7	27	46	11.7–20.0	12–13	3–4	11.7	8.4	2.6	2.5
1	10	20	40	11.7–20.0	10–11	3–4	5.1	5.1	1.7	0.4
n.a.	n.a.	2	6	n.a.	n.a.	n.a.	n.a.	n.a.	0.6	0.2
0	8	13	23	11.7–20.0	6–7	2–3	1.7	11.1	0.5	2.1
Institutions										
1	5	22	44	11.7–20.0	10–11	3–4	7.9	1.7	2.4	0.5
1	9	18	52	11.7–20.0	9–10	2–3	19.3	2.8	1.0	2.9
Institutions										
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
19	0	0	19	n.a.	n.a.	n.a.	n.a.	n.a.	0.2	0.5
42	53	15	110	n.a.	6–7	2–3	0.2	4.2	1.9	1.3
12	5	8	49	n.a.	5–6	2–3	2.7	8.9	2.7	0.1
54	58	23	159	7.0–18.0	n.a.	n.a.	2.9	13.1	4.6	1.4
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
0	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
0	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
0	18	38	102	n.a.	n.a.	n.a.	2.4	2.8	3.6	1.6
1	1	9	11	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0.04
n.a.	n.a.	n.a.	n.a.	n.a.	15–16	9–10	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
2	4	26	39	n.a.	n.a.	n.a.	12.0	6.7	1.6	0.4
0	24	26	57	n.a.	n.a.	n.a.	n.a.	n.a.	0.1	0.2
1	31	59	102	n.a.	8–9	2–3	64.8	n.a.	0.8	3.1
5	4	3	12	n.a.	4–5	2–3	0.6	2.5	0.8	1.1
2	5	11	21	n.a.	15–16	7–8	0.4	2.3	0.1	0.2
0	18	16	36	n.a.	7–8	5–6	2.7	14.3	1.2	0.6

APPENDIX A

Selected Data on Institutions of Higher Education in the

COLLEGES

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
							Private
DANKUK (Seoul)							
Graduate School							
M.A.	n.a.	8/29/58	20	3	10	-------	n.a.
Colleges							
Regular	n.a.	11/1/47	n.a.	123	86	n.a.	n.a.
Evening	n.a.	2/25/56	816	471	184	n.a.	1:1.8
Totals	---------	----------	n.a.	594	270	80.4	-------
DONGYANG MEDICAL (Seoul)	n.a.	3/27/62	320	155	0	-------	1:2.1
DUKSEONG (Seoul)							
Graduate School							
M.A.	n.a.	n.a.	26	10	n.a.	-------	1:1.6
College							
Regular	3/10/52	5/17/50	n.a.	290	n.a.	n.a.	n.a.
Evening	2/6/62	5/17/50	680	399	58	n.a.	n.a.
Totals	---------	----------	n.a.	689	n.a.	81.4	1:2.0
HANKUK THEOLOGY (Seoul)	n.a.	4/19/41	265	165	21	n.a.	1:1.4
HONGIK (Seoul)							
Graduate School							
M.A.	n.a.	3/28/58	15	14	2	-------	1:1.0
College	8/10/49	6/27/49	400	721	129	72.6	1:2.1
HYOSEONG (Daegu)	5/15/62	5/10/52	1,400	859	120	86.0	n.a.
INHA (Incheon)							
Graduate School							
M.A.	n.a.	4/1/58	60	4	3	-------	n.a.
College	n.a.	2/5/54	1,392	1,271	91	100	1:3.0
KUKJE Evening (Seoul)	n.a.	3/28/55	528	648	53	85.5	1:2.6
KOREA FOREIGN LANGUAGE							
Graduate School							
M.A.	n.a.	4/6/61	60	42	n.a.	-------	1:1.0
College	n.a.	4/20/54	1,360	1,260	439	96.2	1:3.3
KUKMIN Evening (Seoul)	8/-/48	12/18/46	720	603	90	81.1	1:1.8
KWANDONG (Kangheung)	n.a.	2/28/55	200	101	14	54.0	1:1.3
KYGHMYONG CHRISTIAN (Daegu)	n.a.	2/5/55	552	344	44	86.5	1:1.4
METHODIST THEOLOGY (Daegu)	3/21/57	4/1/05	250	200	49	n.a.	1:1.0
SAMYUK (Seoul)	7/20/54	8/30/44	200	162	18	n.a.	1:1.0
SEOUL WOMEN'S (Seoul)	12/12/60	2/9/57	620	185	291	n.a.	1:1
SUDO MEDICAL (Seoul)							
Graduate School							
M.A.	n.a.	7/13/57	20	23	16	-------	1:2
M.D.	n.a.	7/13/57	10	27	n.a.	-------	1:2.3
Totals	---------	----------	30	50	n.a.	-------	n.a.
College	7/-/47	5/1/37	432	769	150	98.7	1:1.3
SUDO WOMEN TEACHERS (Seoul)	2/6/54	5/3/48	1,240	542	539	n.a.	1:1.7
SUNGSIL (Seoul)	n.a.	4/15/54	600	590	151	946	1:2.4
SOEKANG (Seoul)	n.a.	2/18/60	700	474	n.a.	n.a.	1:1.0
WONKWANG (Wonkwang)	n.a.	3/19/62	300	64	n.a.	n.a.	1:1.1
WONJU EVENING (Wonju)	1/7/63	3/6/62	528	119	0	n.a.	1:1.5

See footnotes at end of table.

APPENDIX A

Republic of Korea: 1963 (unless otherwise indicated)—Continued

—Continued

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [3]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	[6]	17	18	19
Institutions										
1	0	1	3	n.a.	n.a.	n.a.	n.a.	n.a.	0	0.2
n.a.	n.a.	n.a.	n.a.	n.a.	12–13	6–7	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	13–14	4–5	n.a.	n.a.	n.a.	n.a.
1	32	67	107	10.9–17.4	n.a.	n.a.	30.0	10.0	2.9	0.1
1	8	31	42	n.a.	15–16	3–4	2.0	3.0	1.2	0.2
0	11	21	33	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n..	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
2	31	46	100	n.a.	9–10	3–4	17.7	5.6	1.2	0.3
7	20	0	27	n.a.	8–9	2–3	3.5	10.0	0.6	0.8
0	3	1	12	n.a.	n.a.	n.a.	n.a.	n.a.	0.04	0.1
0	3	20	48	n.a.	11–12	5–6	5.3	5.7	2.9	0.3
0	3	21	35	n.a.	10–11	3–4	13.2	14.9	2.7	1.3
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
1	12	49	69	14.0–32.9	11–12	4–5	7.4	18.0	3.0	0.5
1	14	19	66	10.8–26.0	5–6	4–5	12.6	9.8	1.5	0.4
1	2	9	14	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
5	23	48	86	9.9–24.1	14–15	5–6	9.6	35.0	0.05	0.06
6	30	32	69	n.a.	n.a.	n.a.	18.0	6.6	2.1	2.1
2	6	4	13	n.a.	n.a.	n.a.	1.9	3.6	0.4	0.4
4	17	40	68	4.6–11.7	5–6	2–3	2.4	18.9	1.5	1.4
3	6	0	9	n.a.	10–11	3–4	1.3	6.2	1.8	0.1
0	8	7	19	n.a.	7–8	n.a.	2.6	4.2	0.4	1.6
2	8	14	30	11.3–21.3	7–8	4–5	0.3	15.1	1.1	1.1
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
13	0	6	19	n.a.	n.a.	n.a.	n.a.	n.a.	0.1	0.3
28	3	32	63	8.3–20.5	3–4	3–4	0.4	5.5	2.0	2.4
2	12	19	66	n.a.	3–4	4–5	5.7	4.4	2.8	2.5
3	11	36	59	9.5–18.5	9–10	3–4	6.9	24.1	1.7	1.0
16	31	12	59	n.a.	9–10	3–4	5.4	69.3	2.2	1.0
0	3	18	21	n.a.	5–6	5–6	12.0	12.9	1.3	0.3
1	4	10	25	n.a.	n.a.	n.a.	6.9	1.9	0.5	0.1

APPENDIX A

Selected Data on Institutions of Higher Education in the

TWO-YEAR COLLEGES

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
CHEJU	3/1/62	7/29/46	76	76	0	-------	1:5.8
CHEONJU	3/1/62	9/6/46	396	396	0	-------	1:5.5
CHINJU	3/1/62	3/30/40	320	160	0	-------	1:6.0
CHUNCHEON	3/1/62	4/10/39	306	306	0	-------	1:4.9
DAEGU	3/1/62	10/26/49	549	549	0	-------	1:4.5
INCHEON	3/1/62	5/23/46	395	395	0	-------	1:3.3
KONGJU	3/1/62	4/1/38	400	400	0	-------	1:3.9
KWANGJU	4/15/55	3/31/46	549	549	172	-------	1:5.6
PUSAN	3/1/55	7/21/46	456	456	187	-------	1:10.3
SEOUL	3/1/62	5/22/46	317	317	0	-------	1:10.0

JUNIOR

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
Public							
ANDONG (Agriculture)	n.a.	2/28/62	550	462	0	-------	1:2.1
CHUNGJU (Engineering)	n.a.	2/27/62	240	210	0	-------	1:1.1
KUNSAN FISHERIES	n.a.	2/27/62	320	213	0	-------	1:1.4
Private							
JUNIOR COLLEGE OF AGRICULTURAL ADMINISTRATION	n.a.	12/20/62	100	100	0	-------	1:5
JUNIOR COLLEGE OF CHEONGGU COLLEGE	n.a.	3/5/62	640	487	0	-------	n.a.
JUNIOR COLLEGE OF CHEONGGU COLLEGE (Evening)	n.a.	3/5/62	700	463	0	-------	1:1.3
WOMEN'S JUNIOR COLLEGE OF CHOSEON UNIVERSITY	1/21/63	10/18/52	480	369	76	-------	1:1.2
WOMEN'S JUNIOR COLLEGE OF DAEGU COLLEGE	n.a.	4/15/59	480	274	0	-------	1:1.6
DAEJEON, BUSINESS (Evening)	n.a.	1/28/63	300	150	0	-------	1:1.2
DAEJEON, NURSING	3/15/56	4/26/55	180	1,113	0	-------	1:1.2
JUNIOR COLLEGE OF DANKUK COLLEGE	n.a.	3/19/62	620	429	0	-------	1:2.0
WOMEN'S JUNIOR COLLEGE OF DEOKSEONG COLLEGE	2/27/62	3/10/53	520	401	0	-------	1:2.4
JUNIOR COLLEGE OF DONGA UNIVERSITY	n.a.	2/27/62	640	435	0	-------	n.a.

See footnotes at end of table.

Republic of Korea: 1963 (unless otherwise indicated)—Continued

OF EDUCATION

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)[3]	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [2]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
0	1	10	13	8.2–14.4	5–6	2–3	0.3	1.4	0.2	0
0	1	22	23	8.2–14.4	12–13	11–12	4.7	2.4	1.1	0.4
0	3	4	8	8.2–14.4	14–15	14–15	2.5	0.7	1.6	0.4
0	4	9	15	8.2–14.4	7–8	7–8	3.5	2.1	1.0	0
0	7	15	25	8.2–14.4	12–13	7–8	3.6	2.0	2.2	0.3
0	4	17	26	8.2–14.4	11–12	10–11	5.4	2.1	1.4	0.1
0	1	18	26	8.2–14.4	13–14	9–10	2.6	1.4	1.1	0.3
0	8	10	26	8.2–14.4	14–15	6–7	11.3	2.1	2.6	0.8
0	7	12	35	8.2–14.4	14–15	5–6	10.5	-------	2.0	0.04
2	5	13	21	8.2–14.4	11–12	6–7	9.6	4.1	2.1	0.1

COLLEGES

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)[3]	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [2]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
0	6	6	15	8.2–11.1	9–10	4–5	1.5	0.00	1.0	0.2
0	14	6	22	8.2–14.4	20–21	5–6	0.04	0.01	0.6	0.7
0	4	7	16	8.2–14.4	13–14	12–13	3.6	1.0	1.2	0.5
Institutions										
0	4	8	15	n.a.	13–14	5–6	22.1	3.2	0.2	0.1
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
0	8	72	80	11.3–indef.	n.a.	n.a.	24.1	26.3	0.04	0.2
0	3	38	49	8.2–11.5	3–4	3–4	11.1	6.8	2.0	0.03
0	20	23	51	7.9–15.0	11–12	3–4	64.8	7.1	0.5	0.3
0	0	14	14	5.0–14.4	9–10	n.a.	4.0	1.7	0.2	0.1
0	3	15	19	9.0–indef.	6–7	2–3	1.6	1.2	0.5	0.4
0	2	29	46	n.a.	13–14	5–6	25.0	10.0	n.a.	n.a.
2	31	46	90	n.a.	9–10	5–6	17.7	5.6	1.6	0.2
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

APPENDIX A

Selected Data on Institutions of Higher Education in the

JUNIOR

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
							Private
JUNIOR COLLEGE OF DONGA UNIVERSITY (Evening)	n.a.	2/27/62	320	179	0	-------	1:2.0
DONGEOK, WOMEN'S	n.a.	5/27/50	520	453	0	-------	n.a.
DONGEOK, WOMEN'S (Evening)	n.a.	5/27/50	360	303	0	-------	1:1.9
DONGKUK	n.a.	1/8/63	640	369	0	-------	1:1.2
HANSONG, WOMEN'S	n.a.	1/18/63	320	128	0	-------	1:1.6
HANGGUK, AVIATION	n.a.	1/29/63	240	120	0	-------	1:1.3
HANGGUK, SOCIAL WORK	2/27/62	4/10/57	160	160	0	-------	1:1.5
JUNIOR COLLEGE OF HANANG UNIVERSITY	n.a.	2/27/62	1,040	734	0	-------	n.a.
JUNIOR COLLEGE OF HANYANG UNIVERSITY (Evening)	n.a.	2/27/62	720	364	0	-------	1:1.5
JUNIOR COLLEGE OF INHA ENGINEERING COLLEGE	n.a.	3/12/63	640	320	0	-------	1:2.0
WOMEN'S JUNIOR COLLEGE OF KEHMYONG COLLEGE	n.a.	2/27/62	160	108	0	-------	1:1.2
JUNIOR COLLEGE OF KEONKUK UNIVERSITY	n.a.	2/27/62	720	556	0	-------	n.a.
JUNIOR COLLEGE OF KEONKUK UNIVERSITY (Evening)	n.a.	2/27/62	420	170	0	-------	1:2.6
KUKHAK, WOMEN'S	n.a.	3/20/63	720	285	0	-------	1:1.2
KUKMIN, WOMEN'S	n.a.	2/18/62	560	393	0	-------	1:1.4
KYONGGI, BUSINESS	3/7/59	11/8/47	640	511	203	-------	n.a.
KYONGGI, BUSINESS (Evening)	3/7/59	11/8/47	640	412	258	-------	1:2.5
KYONGHWI	n.a.	2/26/63	560	313	0	-------	1:2.2
KYONGPUK, WOMEN'S	n.a.	1/28/63	320	103	0	-------	1:1.1
MASON, BUSINESS	2/20/62	8/10/47	660	497	0	-------	n.a.
MASON, BUSINESS (Evening)	2/20/62	8/10/47	240	76	0	-------	1:1.1
POHANG FISHERIES	4/8/54	7/6/53	320	152	0	-------	n.a.
POHANG FISHERIES (Evening)	3/31/59	7/6/53	160	160	44	-------	1:1.6
PUSAN-YONSEI, BUSINESS	2/6/59	9/1/53	400	734	332	-------	n.a.
PUSAN-YONSEI, BUSINESS (Evening)	2/6/59	2/6/59	460	276	0	-------	1:1.6
SAMYUK, BUSINESS	2/27/62	6/20/64	160	65	0	-------	1:1.5
SEONGSIN, WOMEN'S BUSINESS (Evening)	n.a.	1/28/63	320	61	0	-------	1:1.7
SEORAHEAL, ARTS	9/–/57	5/22/53	500	547	0	-------	n.a.
SEORAHEAL, ARTS (Evening)	9/–/57	5/22/53	500	120	0	-------	1:1.6
SEOUL MULLI	2/27/62	6/21/48	640	524	0	-------	n.a.
SEOUL MULLI (Evening)	2/27/62	6/21/48	640	478	0	-------	1:4.3
SUDO, ENGINEERING	n.a.	3/19/62	480	315	0	-------	n.a.
SUDO, ENGINEERING (Evening)	n.a.	3/19/62	480	273	0	-------	1:1.3
JUNIOR COLLEGE OF SUDO MEDICAL COLLEGE	n.a.	1/28/63	420	293	0	-------	1:3.1
WONKWANG	1/29/53	2/27/62	400	251	238	-------	1:1.5

See footnotes at end of table.

APPENDIX A

Republic of Korea: 1963 (unless otherwise indicated)—Continued

COLLEGES—Continued

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [3]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
0	17	21	58	n.a.	7–8	5–6	13.8	5.3	2.6	1.3
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
0	26	44	26	11.0–14.1	15–16	5–6	8.1	8.0	1.4	0.3
2	8	14	29	13.0–25.0	9–10	4–5	n.a.	n.a.	1.0	0.03
0	3	14	31	n.a.	7–8	3–4	4.3	1.0	1.2	0.3
1	1	6	15	7.0–7.5	5–6	2–3	1.8	1.9	0.6	0.1
0	1	23	23	7.0–	5–6	5–6	6.2	3.5	1.1	0.5
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
76 (?)	4	7	87	10.3–14.1	3–4	3–4	43.6	46.7	8.2	4.2
0	12	31	43	n.a.	14–15	5–6	n.a.	n.a.	0.1	3.0
2	8	12	24	4.9–11.6	5–6	3–4	n.a.	n.a.	0.3	0.3
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
14	43	32	91	n.a.	8–9	3–4	27.7	22.1	1.7	3.0
0	0	78	155	n.a.	n.a.	n.a.	2.5	1.3	1.8	0
0	10	28	56	8.0–12.5	7–8	3–4	n.a.	n.a.	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
3	13	62	87	9.7–13.6	6–7	2–3	12.3	13.4	1.2	1.50
0	5	14	34	indef.–16.5	10–11	2–3	51.6	31.5	1.2	1.4
0	5	31	45	7.7–13.1	5–6	2–3	1.8	2.8	0.5	0.1
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a
1	7	45	53	12.7–15.7	7–8	3–4	16.7	0.3	1.6	0.2
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
0	0	18	18	8.2–12.1	2–3	2–3	7.5	2.9	0.6	0
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
1	45	0	46	7.4–20.1	11–12	5–6	2.6	7.3	1.3	9.3
0	7	12	22	6.1–indef.	3–4	2–3	2.7	3.1	0.3	2.0
0	10	6	21	8.0	7–8	4–5	4.4	0.9	n.a.	n.a.
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
0	4	19	69	7.0–15.7	5–6	3–4	18.2	0.9	0.8	0.8
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
3	37	60	115	6.0–11.7	9–10	3–4	14.8	11.0	1.5	0.5
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
0	16	28	51	n.a.	n.a.	n.a.	4.4	0.6	2.2	0
4	4	29	37	n.a.	3–4	2–3	0.4	5–5	1.9	1.3
0	4	29	33	n.a.	6–7	2–3	12.1	12.9	1.3	0.3

APPENDIX A

Selected Data on Institutions of Higher Education in the

PROFESSIONAL

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
Private							
H.P.S. OF CHEONGGU UNIVERSITY	n.a.	1/28/63	1,250	250	0	-------	1:2.0
H.P.S. OF CHOSEON UNIVERSITY	n.a.	1/28/63	1,000	366	0	-------	1:1.1
DAEJEON (Agriculture)	n.a.	3/1/63	800	160	0	-------	1:1
HONGIK (Industrial Arts)	n.a.	1/28/63	1,200	328	0	-------	1:1.8
Public							
DAEJEON (Engineering)	n.a.	n.a.	800	317	0	-------	1:8.6
KYONGGI (Engineering)	n.a.	n.a.	800	251	0	-------	1:6.2
PUSAN (Engineering)	n.a.	n.a.	1,400	480	0	-------	1:6.8
SAMCHEOG (Engineering)	n.a.	12/21/62	1,000	200	0	-------	1:1
YOSU (Fisheries)	n.a.	2/1/63	800	160	0	-------	1:1.7

MISCELLANEOUS COLLEGIATE SCHOOLS—

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
National							
N.T.S. OF CHEONNAM UNIVERSITY	1/16/62	12/17/48	90	109	46	-------	1:2.0
N.T.S. OF KYONGPUK UNIVERSITY	n.a.	n.a.	120	123	42	-------	1:2.7
NATIONAL MEDICAL	n.a.	7/6/59	90	70	28	-------	1:10.9
N.T.S. OF PUSAN UNIVERSITY	n.a.	4/16/55	120	101	27	-------	1:4.8
Private							
N.T.S. OF CATHOLIC COLLEGE	n.a.	5/6/54	120	80	43	_____	1:5.5
N.T.S. OF CHEONJU JESUS HOSPITAL	n.a.	5/1/50	90	66	21	-------	1:3.8
DAEGU	n.a.	10/5/62	120	87	0	-------	1:1.8
DAEGU DONGSAN CHRISTIAN HOSPITAL	n.a.	5/5/24	90	90	23	-------	1:4.0
KAECHEONG	6/16/62	7/9/51	90	89	31	-------	1:1.1
MOKPO	n.a.	n.a.	31	31	0	-------	n.a

See footnotes at end of table.

APPENDIX A

Republic of Korea: 1963 (unless otherwise indicated)—Continued

SCHOOLS

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)[2]	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [3]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
0	3	10	18	n.a.	19–20	5–6	2.3	3.7	0.5	6.4
0	6	43	50	n.a.	10–11	3–4	n.a.	n.a.	1.2	0
0	0	9	11	n.a.	14–15	3–4	4.0	1.7	0.3	0.3
0	3	9	26	n.a.	11–12	6–7	5.3	3.7	1.1	0.5
Institutions										
0	0	0	6	n.a.	n.a.	19–20	0.8	0.5	1.5	1.4
0	6	36	42	n.a.	n.a.	3–4	3.4	0.01	0.5	0
0	5	37	45	n.a.	n.a.	8–9	4.7	0.7	1.6	0
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
0	3	22	25	n.a.	n.a.	n.a.	n.a.	n.a.	0.1	0.3

NURSES TRAINING SCHOOLS

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [3]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
0	0	2	28	n.a.	7–8	7–8	0.3	0.1	0.3	0.4
0	24	10	37	n.a.	2–3	2–3	0.1	0.2	0.2	0.4
1	0	2	6	n.a.	n.a.	n.a.	0.2	1.1	0.4	0
1	15	6	25	n.a.	16–17	4–5	n.a.	n.a.	0.4	0.1
Institutions										
3	3	28	41	n.a.	8–9	2–3	0.3	4.2	0.8	0.4
0	1	15	16	n.a.	n.a.	n.a.	0.1	n.a.	0.1	0
1	7	5	19	n.a.	7–8	3–4	0.5	0.1	0.1	0
6	7	18	37	n.a.	6–7	2–3	n.a.	n.a.	0.2	2.2
0	0	10	15	n.a.	2–3	2–3	0.5	1.0	0.1	0.3
n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

APPENDIX A

Selected Data on Institutions of Higher Education in the

MISCELLANEOUS COLLEGIATE SCHOOLS—

Institutions	Students						
Name, location (in parentheses) and major academic subdivisions	Date achieved present status	Date recognized by gov.	Authorized student quota	Actual enrollment	No. of graduates	Percent passed B.A. exam. (1962)	Ratio, successful: total admission applicants
1	2	3	4	5	6	7	8
Private							
RED CROSS (Seoul)	n.a.	10/15/45	120	85	28	-------	1:6
SEOUL SANITATION HOSPITAL	n.a.	3/-/35	90	81	15	-------	1:3.2
SEOUL TRAFFIC	n.a.	4/-/25	60	58	22	-------	1:6.1
SEOUL WOMEN'S PUBLIC HEALTH SCHOOL	n.a.	5/28/54	120	175	46	-------	1:1.8
N.T.S. OF SUDO MEDICAL COLLEGE	n.a.	4/1/42	120	98	24	-------	1:2.1
Public							
CHEONGJU	n.a.	n.a.	90	53	0	-------	1:1.0
CHOENJU	n.a.	6/22/48	120	102	41	-------	1:2.8
CHUNCHEON	n.a.	n.a.	90	67	27	-------	1:2.2
DAEJEON	n.a.	4/6/62	120	110	30	-------	1:1
KYONGGI	n.a.	5/1/39	90	70	20	-------	1:1.5

MISCELLANEOUS COLLEGIATE SCHOOLS—

BAPTIST CHURCH THEOLOGICAL	n.a.	7/7/54	180	52	4	-------	1:1.1
CHUNCHEON WOMEN'S	n.a.	4/8/58	600	341	119	-------	1:1.3
CHUNGANG FARMER'S	2/8/53	3/20/51	800	21	98	-------	1:1.0
DAEGU THEOLOGICAL	n.a.	10/5/52	200	127	5	-------	1:2.3
DAEHAN JUDO	n.a.	6/15/53	100	127	0	-------	1:2.8
DAEJEON THEOLOGICAL	n.a.	3/14/62	280	79	0	-------	1:1.3
KOREAN BIBLE	n.a.	2/25/55	320	31	2	-------	1:1.6
METHODIST DAEJEON THEOLOGICAL	5/-/57	2/23/57	160	158	23	-------	1:1.5
PUSAN WOMEN'S	n.a.	2/6/55	400	368	0	-------	n.a.
SEOUL THEOLOGICAL	1/25/46	6/30/41	150	133	27	-------	1:1.2

[1] Official exchange rate 130 *won* = 1 U.S. Dollar. A full professor at 20,000 *won* per month received a salary slightly above a bureau director in a government ministry or a colonel in the military.
[2] Oriental volumes primarily include Korean, Japanese, and Chinese works.
[3] 1 *Pyong* = 366 square feet.

Republic of Korea: 1963 (unless otherwise indicated)—Continued

NURSES TRAINING SCHOOLS—Continued

Faculty							Library holdings (thous. of vols.)		Plant size (thous. of *pyong*)[1]	
Degrees			Number (including part-time)	Monthly salary range (thous. of *won*)	Average teaching load (hours per week)		Oriental [2]	Western	Classrooms, general purpose rooms	Specialized facilities (library, laboratory, etc.)
Ph.D.	M.A.	B.A.			Full-time	Part-time				
9	10	11	12	13	14	15	16	17	18	19
Institutions										
6	8	17	33	n.a.	3–4	2–3	0.6	0.1	0.4	0
0	2	9	22	n.a.	13–14	2–3	0.1	1.0	0.3	0.9
2	3	13	23	n.a	5–6	2–3	0.4	0.5	0.3	0.1
0	6	22	28	n.a.	5–6	2–3	n.a.	n.a.	0.1	0
5	3	26	34	n.a.	22–23	2–3	0.4	5.4	0.1	0.2
Institutions										
0	4	17	21	n.a.	-------	4–5	0.3	0.01	0.3	0.4
0	1	18	23	n.a.	5–6	2–3	0.1	0.02	0.6	1.8
1	3	13	17	n.a.	10–11	2–3	0.2	0.1	0.2	0.1
0	3	16	21	n.a.	8–9	4–5	0.04	0.1	0	0.03
0	0	5	5	n.a.	9–10	19–20	n.a.	n.a.	n.a.	n.a.

OTHER SCHOOLS (Private)

0	6	7	15	n.a.	7–8	3–4	3.8	4.5	0.4	0.05
0	0	24	24	7.0–10.0	3–4	2–3	n.a.	n.a.	n.a.	n.a.
0	12	14	26	n.a.	7–8	7–8	n.a.	n.a.	0.4	0.2
0	2	3	11	n.a.	5–6	n.a.	0.5	0.7	0.5	0.2
1	4	11	24	n.a.	10–11	3–4	0.5	0.02	0.2	0
2	4	5	11	n.a.	6–7	3–4	3.4	7.3	0.4	2.2
2	4	8	14	n.a.	8–9	4–5	0.2	1.9	0.4	0
1	12	4	17	n.a.	13–14	4–5	8.7	11.9	0.3	0.6
0	0	6	12	n.a.	3–4	3–4	n.a.	n.a.	0.4	0
1	6	9	19	10.0–15.5	10–11	3–4	4.4	4.7	1.0	0.02

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